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THE  
FIFTY-SECOND  
ANNUAL REPORT  
OF THE  
Board of Education  
OF THE  
CITY OF ROCHESTER  
(NEW YORK)



FOR THE  
YEARS 1900, 1901, 1902

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*Press of John C. Moore, Rochester, New York*

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THE FIFTY-SECOND  
ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION  
OF THE CITY OF  
ROCHESTER, NEW YORK.  
FOR THE YEARS  
1900, 1901, 1902.

COMPRISING THE REPORTS OF THE PRESIDENT OF THE BOARD OF  
EDUCATION AND OF THE SUPERINTENDENT OF SCHOOLS; THE LAW  
UNDER WHICH THE SCHOOLS ARE ORGANIZED; THE RULES  
FOR THE GOVERNMENT OF THE SCHOOLS; THE COURSE  
OF STUDY AND A DIRECTORY OF THE TEACHERS.

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BOARD OF EDUCATION, 1902.

PRESIDENT, - - - - - ANDREW J. TOWNSON  
SECRETARY, - - - - - JOHN B. MULLAN

SUPERINTENDENT OF SCHOOLS, - - { CHARLES B. GILBERT \*  
EDWARD R. SHAW †

	Term Expires
GEORGE G. CARROLL, M. D., - - - - - 302 West Avenue.	1905
PHILETUS CHAMBERLAIN, - - - - - Ellwanger & Barry Building.	1903
GEORGE M. FORBES, - - - - - University of Rochester.	1903
HELEN B. MONTGOMERY, - - - - - 218 Spencer Street.	1905
ANDREW J. TOWNSON, - - - - - 134 Main Street East.	1905

\* Resigned Feb. 1, 1903.  
† Elected Feb. 1, 1903.





## THE LAWS OF 1898.

As Amended by the Laws of 1900 and 1901.

### FOR THE GOVERNMENT OF THE SCHOOLS OF ROCHESTER, N. Y.

Sec. 123. The commissioners of common schools in said city shall constitute a board to be styled "The Board of Education of the city of Rochester," which shall be a corporate body in relation to all the powers and duties conferred upon it by virtue of this act. The said board shall meet on the first Monday of each and every month, and at such other times as it shall from time to time appoint. Special meetings shall be called by the secretary upon order of the president or upon request of a majority of the said board. A majority of said board shall constitute a quorum for the transaction of business. In the absence of a quorum, a minority of said board may adjourn a meeting from day to day. The said board shall, at the first regular meeting in January of each year, elect one of its members president, who shall, when present, preside at all its meetings. In the absence of the president, the said board shall elect some other member to preside at such meetings and to perform the duties of the president during such absence.

On and after the first day of January, 1900, the Board of Education of the city of Rochester shall be composed of five commissioners of schools to be elected by the electors of the city at large; and at the city election to be held in 1899 there shall be elected by the electors of the city at large, five commissioners of schools, three of whom shall be elected for a term of two years each, and the other two of whom shall be elected for terms of four years each. Their terms of office shall commence on January 1, 1900. At the biennial city election to be held in the city of Rochester next preceding the expiration of the terms of any of the said commissioners of schools, their successors shall be elected for terms of four years each. In case a vacancy shall occur in the office of a member of the Board of Education for any cause, the mayor of said city shall fill such vacancy by the appointment of a suitable person; and the person so appointed shall hold office by virtue of such appointment until and including the 31st day of December following the next succeeding biennial city election, at which election a commissioner of schools for the unexpired term shall be elected

by the electors of the city at large. The compensation of the commissioners shall be twelve hundred dollars (\$1,200) per annum, to be paid out of the school fund.

Sec. 124. Any member of the said Board of Education may be removed by the mayor of the said city upon proof, either of official misconduct in office, or of negligence of official duties, or of conduct in any manner connected with his official duties, which tends to discredit his office or the school system, or for mental or physical inability to perform his duties as a member of said board; but before such removal of said member he shall receive due and timely notice in writing of the charges against him, and a copy thereof, and shall be entitled to a hearing, on like notice, before the mayor and to the assistance of counsel on said hearing.

Sec. 126. The said Board of Education shall manage, control, maintain and provide for the public schools of said city, and the public school system thereof, and shall manage and control the property, real and personal, which shall belong to the said city and be used for the purposes of education, subject only to the general statutes of the state relating to public schools and public school instruction and to the provisions of this act.

Sec. 127. The said board shall have power :

1. To establish kindergartens, common schools, one or more high schools, manual training schools or classes, evening classes or schools for special studies, training school or classes for teachers, and truant schools, and shall have power to discontinue or consolidate schools. Any training school or high school, heretofore established and maintained by the public school authorities and registered as high schools by the regents of the state of New York, shall be maintained in full efficiency. The said high schools shall be so organized as to furnish the benefit of further education to pupils of both sexes who shall have finished the grammar school course, and to other residents of school age equally prepared, and the said board shall have power to make, from time to time, for the said high schools, all needful rules and regulations, and to prescribe conditions on which pupils shall be received and instructed therein and discharged therefrom.

2. To change the grades of all schools, or of any school, and of all classes of any high school or other schools under its charge, and to adopt and modify courses of study therefor.

3. To fix a standard of qualifications as a necessary requirement for the service of all principals and teachers in the high schools and other schools of the city; which requirement may be higher, but not lower, than the minimum qualifications required by the general laws of the state and the provisions of this act.

4. As herein provided, to purchase, lease or improve sites for school houses: to build, purchase, lease, enlarge, improve, alter and repair school

houses and their appurtenances ; to purchase, improve, exchange and repair school apparatus, books, furniture and appendages ; to procure fuel and defray the contingent expenses of the schools under its control ; to pay the wages of all officers, principals, teachers and employees in the said department of education, as herein provided.

5. To appoint as herein provided :

*a.* A secretary of the board of education, who shall serve during the pleasure of the board.

*b.* A superintendent of public schools, whose term of office shall be four years.

*c.* A librarian, whose term of office shall be two years.

*d.* A supervising architect of experience and good standing in his profession, who shall serve during the pleasure of the board.

*e.* All school principals and teachers.

*f.* All janitors and truant officers, subject, however, to the restrictions imposed by the general laws of the state.

*g.* A policeman, who shall hold his office during the pleasure of said board, and whose salary shall be fixed and paid by the board of education from the funds raised for its use, and who shall have the same powers as the other policemen of said city, and shall perform such duties as said board of education may impose.

*h.* Such other officers, clerks, subordinates and employees as it may deem necessary for the proper discharge of its administrative duties.

6. To fill any vacancies which may occur in any of the offices or positions in this section provided for.

7. To allow the children of persons not resident within the city, to attend any of the schools of said city, under the care and control of said board, upon such terms as said board shall by resolution prescribe, fixing the tuition which shall be paid therefor.

8. Subject to the provisions of law and of this act, to enact rules and regulations for the proper execution of all duties devolved upon said board ; its members and committees ; for the transaction of all business pertaining to the same ; for defining the duties of all its officers, clerks, superintendent, principals, teachers, examiners, subordinates and employees : for regulating the manner of making disbursements from any of the funds appropriated for school purposes ; for the proper execution of all powers vested in it by law and for the promotion of the welfare and best interests of the public schools and public school system of the city in the matters committed to its care.

Sec. 128. The said Board of Education shall fix and regulate, within the proper appropriation of money therefor, the salaries and compensation of each of the persons appointed by it to any office, place or position, pursuant to the powers granted by the preceding section.

Sec. 129. The said Board of Education shall, between the first day of August and the thirtieth day of September, in each year, make and transmit to the state superintendent of public instruction, a report in writing for the state school year ending on the next preceding thirty-first day of July, which report shall be in such form and shall state such facts as the state superintendent and the school laws of the state shall require.

Sec. 129a. It shall be the duty of said board to publish, as hereinafter provided, in one of the daily papers of said city, a report of the final proceedings of said board for the preceding month.

Sec. 130. It shall be the duty of said board to prepare and transmit, within ten days preceding the close of the fiscal year, to the Common Council, correct statements of the receipts and disbursements of money under and in pursuance of provisions of this act during said fiscal year, in which account shall be stated, under appropriate heads:

1. The moneys raised by the Common Council under the provisions of this act.

2. The school moneys received by the city treasurer from the county treasurer or the state.

3. All other moneys received by the city treasurer, subject to the order of the board specifying the same, and the sources thereof.

4. The manner in which such sums of money shall have been expended, specifying the amount paid under each head of expenditure, and whether any part of any such fund remains unexpended.

5. Whether any and what claims or bills against the department, or obligations incurred by said department remain unpaid.

6. The said board shall also at the same time certify to the Common Council the total number of persons registered as pupils in the public schools of said city during the current fiscal year.

Sec. 131. It shall be the duty of said Board of Education to certify on or before the first day of March of each year, to the Common Council, an estimate of the amount of moneys required to maintain the department of education for the current year, specifying in detail the objects thereof, under appropriate heads:

1. For salaries of teachers.

2. For buildings, including purchase of sites.

3. For repairs.

4. For library.

5. For contingent expenses.

Sec. 132. The Common Council shall have power and it shall be its duty, if the said estimate, certified by the Board of Education, as herein provided, shall not exceed in amount a sum equal to twenty-five dollars per capita, based on the total number of persons enrolled as pupils in the public schools in said city, for the year ending on the thirty-first day of Decem-

ber. next preceding the levying of the general city taxes in each year, to appropriate and raise by tax to be levied equally upon the real and personal estate in said city, which shall be liable to taxation for the ordinary city taxes or for the city and county charges, such sum or sums of money, so certified to be necessary for the maintenance of the department of education and to defray the expenses of the said department; but if the total amount of said estimate shall exceed in amount a sum equal to twenty-five dollars per capita, based upon the total number of persons so enrolled as pupils as aforesaid, then the Common Council may in its discretion, appropriate and raise by tax, as herein provided, any sum not greater than the estimate so certified and not less than twenty-five dollars per capita, based on said total number of persons so enrolled as pupils as aforesaid, provided nevertheless that the tax to be levied as aforesaid and collected by virtue of this act shall be collected at the same time and in the same manner as other city taxes, and the Common Council of said city are authorized and directed, when necessary, to raise by loan in anticipation of the taxes, the amount to be raised, collected and levied as aforesaid or any part thereof.

Sec. 133. It shall be the duty of the Common Council within fifteen days after receiving the certificate of the Board of Education hereinbefore required, of the sum necessary or proper to be raised for school purposes, to determine and certify to said Board of Education the amount that will be raised by them for the year commencing on the first day of the preceding January for the purposes mentioned in said certificate. The amount raised for school purposes shall constitute five separate and distinct funds, namely: Teachers' fund, contingent fund, building fund, repair fund and library fund, and in case the said Common Council shall neglect or fail to certify to the Board of Education, as above specified, the amount that will be raised by them within thirty days, then the said Common Council shall raise the several amounts embraced in the certificate of the Board of Education, as specified therein, which amount shall be subject to the disposal of the Board of Education.

Sec. 134. If the sum appropriated for the department of education, as provided in section one hundred and thirty-three, shall be less than the total amount certified by the said board in said estimate, it shall be the duty of said board, within fifteen days after receiving the certificate of the Common Council of the sum appropriated by said Common Council for the department of education, to apportion the said sum to the teachers' fund, the building fund, the repair fund, the library fund and the contingent fund, and to certify such apportionment to the Common Council; the said apportionment so certified shall constitute the teachers' fund, building fund, repair fund, library fund and contingent fund for the then current year, provided, however, that in such apportionment to such funds, the amount appor-

tioned to any fund shall not exceed the amount originally certified as necessary to be raised for such fund.

Sec. 135. It shall be the duty of said board, in all their expenditures and contracts, to have reference to the amount of moneys which shall be subject to their order during the then current year for the particular expenditure in question, and not to exceed that amount; and they shall apply the moneys raised and received by them for the support of the common schools in said city, in such a manner as shall secure as nearly as may be an equal period of instruction to all the children over five and under twenty-one years of age.

Sec. 136. If before the expiration of the fiscal year, it shall appear that any sum or sums raised by the Common Council for the Board of Education will be inadequate to maintain the department of education to the expiration of such fiscal year, the Common Council shall have power and may, upon application of the Board of Education, borrow on the credit of said city such sum as it may deem necessary to maintain said department of education until the end of such fiscal year, and shall apportion such moneys to the several funds maintained for the benefit of such department.

Sec. 137. All moneys to be raised pursuant to the provisions of this act and all school moneys by law appropriated to or provided for said city, shall be paid to the city treasurer thereof, who, together with the sureties upon his official bond, shall be accountable therefor in the same manner as for other moneys of said city. The said city treasurer shall be liable to the same penalties for any official misconduct in relation to said moneys, as for any similar misconduct in relation to other moneys of said city.

Sec. 138. Whenever the Board of Education shall determine to build or enlarge a school building, it shall cause plans and specifications to be prepared therefor, and shall submit the same to the Board of Health for approval as to sanitary provision. The Board of Health shall thereupon and within ten days thereafter certify in writing to the Board of Education its approval or disapproval of such plans and specifications, and upon the failure of the Board of Health to so certify, then such plans and specifications shall be deemed to be approved by the Board of Health.

Sec. 139. Whenever such Board of Education shall build, enlarge, repair, furnish or supply any school building or buildings, or publish reports of its proceedings, at an estimated expense of not less than fifty or more than two hundred and fifty dollars, it shall be the duty of the officials having jurisdiction, to procure estimates of such work or supplies from two or more competitors, wherever practicable, and report such estimates to the board for its consideration and action. Whenever such board shall build, enlarge, repair, furnish or supply any school building or buildings, or make any improvements or repairs or purchase any supplies, or publish reports

of its proceedings, the cost of which will exceed two hundred and fifty dollars, the board shall proceed as follows:

*a.* Said board shall advertise for bids for the period of two weeks, at least twice in each week, in two newspapers published in the city of Rochester, and which resolution providing for the same shall be entered in full by the clerk on the record of proceedings of said board.

*b.* The bids, duly sealed up, shall be filed with the clerk by twelve o'clock, noon, of the last day, as stated in the advertisement.

*c.* The bids shall be opened at the next meeting of the board and publicly read by the clerk.

*d.* Each bid shall contain the name of every person, firm or corporation interested in the same and shall be accompanied by a sufficient guarantee of some disinterested person, that if the bid is accepted, a contract will be entered into and the performance of it properly secured by bonds duly approved.

*f.* The board may, in its discretion, accept any bids for both labor and material which shall be most advantageous to the city, or it may reject any or all bids, as the interest of the city may require.

Sec. 140. No member of said Board of Education shall, during the period he holds said office, be appointed to, or be competent to hold any office of which the emoluments are paid from the city treasury, or paid by any fees directed to be paid by any act or ordinance of the Board of Education, or be directly or indirectly interested in any contract as principal, surety or otherwise, or the furnishing of any materials or supplies for the city of Rochester, directly or by another person, the expenses or consideration whereof are to be paid under any ordinance, resolution or order of the Board of Education. No member of said board shall vote for the payment of any such bill for materials or supplies after notice that any member of said board is interested therein or in the payment thereof. Any violation of this section shall be deemed a misdemeanor and punishable as such.

Sec. 140*a.* The said board of commissioners shall be trustees of the school library or libraries in said city, and all the provisions of the law which are now or hereafter may be passed relative to the district school libraries, shall apply to the said commissioners. They shall also be vested with the same discretion as to the disposition of all moneys appropriated by any laws of this state for the purchase of libraries which is therein conferred upon the inhabitants of school districts. It shall be their duty to provide for the safe keeping of the library or libraries.

Sec. 140*b.* The secretary of the said board shall have charge of the rooms, books, papers, and documents of the board, except such as pertain to the office and duties of the superintendent. He shall perform such duties as may be required of him by the board, its committees or members. He shall have right to administer oaths and take acknowledgments, but



without fee. He shall be clerk of the board, and shall keep, or cause to be kept, a record of the proceedings thereof. He shall also keep or cause to be kept a set of records showing the receipts and expenditures separately through each of the different funds of the school board. Said expenditures through each and every fund shall be subdivided so as to show the cost of maintaining each school separately and the supplies used therein. He shall also keep or cause to be kept a series of receipts to be signed by either the principals or janitors certifying to all repairs and improvements made and all supplies received for their respective school buildings and premises. The printed record of said board, or a transcript thereof, certified by the president or clerk, shall be received in all courts as prima facie evidence of the facts therein set forth, and such records, and all the books, accounts, vouchers and papers of said board shall at all times be subject to the inspection of the Common Council and of any committee thereof. He shall also collect and pay into the city treasury monthly all tuition fees.

Sec. 140c. To be eligible to the position of superintendent, an applicant must be a graduate of a college or university recognized by the regents of the state of New York, together with at least ten years' successful experience as a practical educator.

Sec. 140d. The superintendent has power and it is his duty to enforce the laws of the state applicable to the public schools of the city of Rochester, and all the rules and regulations of the said Board of Education, except as herein provided. He shall visit the schools of the city as often as he can consistently with his other duties, and inquire into the character of the instruction, management and discipline, and shall advise and encourage the pupils, teachers and officers thereof. He shall prescribe, subject to the rules of the board, and the provisions herein, suitable registers, blanks, forms and regulations for making of all reports and for conducting all necessary business connected with the school system and he shall cause the same, with such information and instructions as he shall deem conducive to the proper organization and government of the schools, to be transmitted to the persons entrusted with the execution of the same. He shall report to the said board, from time to time, as he may be required or as he may deem necessary, a statement of the condition of the schools, and all such matters relating to his office, and such plans and suggestions for the improvement of the schools and for the advancement of public instruction in the city of Rochester as he shall deem expedient. He may appoint and define the duties of such clerks as are authorized by the board. He shall have the recommendation of the number of teachers necessary for each of the several schools. He shall assign supply teachers to duty whenever occasion requires, and may transfer temporarily principals, teachers and pupils from one school to another.

It shall be his duty to maintain proper discipline in the management and conduct of the schools, and he may, in his discretion, suspend or expel any pupil guilty of misconduct or insubordination, and may suspend for cause any teacher, principal or employe. He shall immediately report such discipline to the board. It shall be his duty to report to the board inefficiency on the part of principals, teachers or employes. He shall nominate special teachers and supervisors. He shall enforce the compulsory education law and direct truant officers in the discharge of their duties. He shall maintain his office in such buildings as the board may direct, and he shall not be required to perform any duty except such as relates to the educational work of the department.

Sec. 140e. A principal, under the general supervision of the superintendent, shall have the direction of the school over which he is placed, shall assign the teachers to their respective grades in the school, and direct them as to methods of instruction and discipline. He may suspend any teacher for a definite time for inefficiency or insubordination. He shall report immediately such suspension, with reasons therefor, to the superintendent.

Sec. 140f. The librarian shall have, subject to the rules and regulations of the said board, the general direction of the library, the custody and care of the books; shall supervise the letting out and the return thereof; make all purchases of books; have bound or cause to be repaired the damaged books belonging thereto; appoint and remove, with the approval of the board, such assistants, clerks or employes as the board may authorize; collect and account for fines and enforce penalties which may be incurred by violation of regulations relating to the library.

Sec. 140g. It shall be the duty of the supervising architect, subject to the rules and regulations of the said board, to inspect school buildings, prepare plans and specifications for new buildings, annexes and repairs and to supervise the construction thereof.

Sec. 140h. A board of examiners is hereby constituted, whose duty it shall be to examine all applicants for positions of principal or teacher in the public schools of Rochester and to prepare an eligible list of such applicants as they may deem qualified, and as hereinafter provided, classified as to position and graded according to scholarship, character and general fitness. Such board of examiners shall consist of the superintendent, together with two persons appointed by the said Board of Education upon nomination of the superintendent. The term of service of the two persons so appointed shall be at the pleasure of the said Board of Education. They shall be paid such compensation for services actually rendered as the said Board of Education shall prescribe. To be eligible to appointment as examiner an applicant must be (a) a graduate of a college or university recognized by the regents of the state of New York, and a practical educator, having

had at least five years' successful experience in teaching since such graduation; or (*b*) must have a state certificate obtained as a result of an examination held since eighteen hundred and seventy-five, together with at least ten years' successful experience in teaching since obtaining such certificate. No principal or teacher in the public schools of Rochester shall be allowed to serve on the said board of examiners. The said board of examiners shall hold such examinations as the superintendent may prescribe and prepare the said eligible list. The superintendent shall report the said list to the said Board of Education and shall transcribe the same into a book which shall be open to public inspection. Any name placed upon the eligible list shall be entitled to remain thereon without further examination for the period of two years, after which the name shall be dropped from said list and shall not be restored thereto except after a new examination.

Sec. 140*i*. The superintendent shall nominate principals for each school from the first ten names certified by the said board of examiners, as qualified for principalship. But no person shall be appointed to the position of principal of the Free Academy or High School, or of a grammar school, or teacher in the Free Academy or High School who has not had two years' successful experience as a teacher, and who does not possess one of the following qualifications: (*a*) completion of a four years' course in a college or high school recognized by the regents of the state of New York; (*b*) completion of a four years' course in a normal school recognized by the state department of public instruction; (*c*) holder of a life certificate of this state granted upon examination. The superintendent and the principal of a school shall constitute a board for the nomination of teachers for such school from the first twenty-five names on said eligible list for teachers; but no person shall be appointed as teacher in a grammar school or kindergarten who is not a graduate of a normal school after a course of study therein of at least two years, or has not pursued a course in pedagogy in a state training school or a city training school for one year. Except that any graduate of the normal course of the Rochester Athenæum and Mechanics Institute after a course of study therein of at least two years may be appointed in any of the schools of said city as teacher of manual training, domestic science, domestic art, or any of the special subjects comprised in said normal course of said institute.

The said Board of Education shall consider such nominations, and upon approval, appoint the persons so nominated.

Sec. 140*j*. Any principal or teacher who may have been appointed to the same school for three successive years, may, upon the recommendation of the superintendent, be promoted by the said Board of Education to permanent service in said school during good behavior; thereafter, they may be suspended or removed as herein provided, only for cause and after a hearing. Any principal or teacher, before such promotion, shall be

eligible to reappointment without certification by the said Board of Examiners.

Sec. 140*k*. The said Board of Education shall from time to time designate the number of persons having the highest standing upon the said certified lists of qualified principals and teachers respectively, who shall be eligible for temporary appointments as supply principals and teachers. From the number so designated the superintendent shall from time to time assign to duty at the several schools such principals or teachers for temporary service as he may deem the exigencies of such schools to require.

Sec. 140*l*. Any officer, principal or teacher, in the employ of the said department of education at the time of the passage of this act shall be exempt from the conditions as to qualifications or eligibility imposed by this act.

Sec. 140*m*. The said Board of Education may suspend any principal or teacher for a definite time, and may for cause remove any officer, principal, teacher or employee; provided, however, that no officer, principal or teacher shall be removed until opportunity for a hearing at a meeting of the board shall have been given. All suspensions by principals shall be subject to review by the superintendent. Suspensions by the superintendent shall be subject to review by the board. Any person suspended shall not be entitled to salary for time of suspension unless such suspension is revoked by superior authority.

Sec. 141. Said Board of Education shall prepare and report to the Common Council such ordinances and regulations as may be necessary or proper for the protection, safe-keeping and preservation of the schoolhouses, lots and sites, and appurtenances, and all the property belonging to the city connected with or appertaining to the schools, and to suggest proper penalties for the violation of such ordinances and regulations.

Sec. 141*a*. The Common Council of the said city shall have the power to pass such ordinances and regulations as the said Board of Education may report as necessary or proper for the protection, safekeeping, care and preservation of the schoolhouses, lots, sites, appurtenances and appendages, libraries, and all necessary property belonging to or connected with the schools in said city, and to impose proper penalties for the violation thereof, subject to the restrictions and limitations contained in this charter: and all such penalties shall be collected in the same manner that the penalties for the violation of city ordinances are by law collected, and when collected shall be paid to the treasurer of the city and be subject to the order of the Board of Education, in the same manner as other moneys raised pursuant to this charter.

Sec. 141*b*. The Common Council of said city may, upon the recommendation of the Board of Education hereinafter mentioned, sell any of the schoolhouses, lots or sites, or any other school property now or hereafter

belonging to said city, upon such terms as the said Common Council may deem reasonable. The proceeds of such sale shall be paid to the treasurer of the city and shall be by the said Common Council again expended in the purchase, repairs or improvements of other schoolhouses, lots, sites or school furniture, apparatus or appurtenances.

Sec. 141c. The Common Council may investigate any and all charges, claims or proceedings of or made against the said Board of Education, its officers and employees, or in any way relating to said public schools of said city, and have all the powers and authority which are conferred by law upon any committee or board which is authorized to send for persons and papers.

Sec. 141d. The title to all property, real or personal, now held by the city of Rochester for school or educational purposes, or which may be hereafter acquired for such purposes, and the title to all property, real or personal, purchased for like purposes with any school moneys, whether derived from the issue of bonds or raised by taxation, shall be vested in the city of Rochester. The said city of Rochester shall have power to take and hold any property, real or personal, devised, bequeathed or otherwise transmitted to it for the purposes of education in said city. All actions affecting any such property shall, however, be brought by or against said Board of Education in its corporate capacity.

Sec. 141e. The public schools shall be free to all children between the ages of five and twenty-one years residing in the city, and all evening schools shall be free to all persons over five years of age.

Sec. 141f. No order shall be drawn for payment of any bills or claims against the said department until the same has been approved by the comptroller.

## ARTICLE I.

### DUTIES OF PRESIDENT.

The President shall appoint all committees: sign all contracts, leases, warrants, checks, and documents authorized by the Board; shall enforce the laws, rules, and regulations governing the department and conduct of the public schools. He may conduct or authorize an examination of all books, records, accounts, documents, and contracts, and of the official conduct of any committee, officer, teacher, or employe.

He shall, at the last meeting in December, present an annual report, which shall be entered upon the minutes and be incorporated with that of the Superintendent in the annual report of the Board of Education.

### OTHER OFFICERS.

The duties of the secretary of the Board and of the superintendent of schools are prescribed by law.

## ARTICLE II.

**M**eetings of the Board are Prescribed by Law.

## ARTICLE III.

### GENERAL REGULATIONS—SCHOOL SYSTEM.

The public schools of the city of Rochester shall consist of the following schools: grammar schools, primary schools, high schools, normal training school, truant school, evening schools.

Schools containing all grades, first to eighth inclusive, shall be denominated grammar schools.

Schools containing less than eight grades shall be denominated primary schools. A kindergarten department may be included in either a grammar or primary school.

The first, second, third and fourth grades shall constitute the primary department; the fifth and sixth grades shall constitute the intermediate department; the seventh and eighth grades shall constitute the grammar department; the number of each grade representing that year of school in the course of study.

The High Schools shall include four grades, the ninth, tenth, eleventh and twelfth.

The Normal Training School shall consist of the following departments: Normal, Kindergarten, and shall include two grades, the thirteenth and the fourteenth.

The Evening Schools shall furnish instruction in such subjects as the Board may from time to time determine.

### DUTIES OF PRINCIPALS.

The Principals, under the general supervision and direction of the Superintendent, shall have the immediate charge and direction of the schools to which they have been appointed, and are vested with the responsibility and authority to carry into effect the rules and regulations of the Board of Education.

They shall not allow the pupils to appear in or about the school premises earlier than thirty minutes before the commencement of the school, and shall see to it that they do not annoy the residents of the vicinity of the school, and shall have jurisdiction over the conduct of children going to and returning home from school.

They shall assign the teachers to their respective grades or departments and classes, and advise and direct them as to methods of instruction and government. They shall keep a record of visits of supervisors.

They shall require both teachers and pupils to be regular and punctual in attendance, courteous, and attentive to duty.

They shall attend to all cases of special discipline, and for the purpose of maintaining proper discipline, they may, if necessary, suspend for a definite time an insubordinate pupil. They shall keep a record of such suspension, with reasons therefor, which shall be transmitted to the Superintendent.

They shall, within ten days after the beginning of each semester, transmit to the Superintendent a list of the names and addresses, by street and number, of the teachers employed in their schools.

They shall have charge, and be responsible for, their respective school buildings, the furniture, books, apparatus, and supplies contained therein; and the grounds, fences, trees, shrubbery belonging thereto. They shall require that the school buildings be kept properly cleaned, warmed and ventilated.

They shall receive all applicants for admission to the schools, and shall classify and promote them according to their qualifications and attainments.

They shall give personal attention to the protection, health and comfort of the teachers and pupils in the school buildings, and on the school grounds.

They shall require all pupils to furnish themselves with the necessary books in conformity with the rules of the Board, and no pupil shall be allowed to retain a place in the school for a longer period than one week, unless so provided; but should the parents or guardians of the pupils in any school present satisfactory proof, by affidavit, of their inability to furnish their children with the required school books, the principal shall send a written order to the Secretary, with the reasons assigned, specifying the books needed. These books shall be only lent to indigent pupils, to be returned to the principal at or before the close of the year, or whenever the pupil shall leave the school, and a correct list of all such books shall be preserved by the principal.

They shall report in writing, each month, to the Superintendent, the names of all non-resident pupils attending their respective schools, together with the amounts paid by each of said pupils for tuition, and said principals are required to pay to the Secretary, as soon as received, the sums received by them for such tuition.

They shall devote some portion of each day to visiting the various departments of the school for the purpose of supervising and directing the labors of the teachers, and ascertaining whether all the records of the school are regularly and accurately kept, the pupils properly classified, and their parents or guardians duly notified of the absence of their children, when the cause of such absence is unknown or not satisfactory.

They shall devote such time to class instruction as may be directed by the Superintendent.



Corporal punishment is allowed in extreme cases, though principals are advised not to inflict it except under compulsion of absolute necessity. A witness must be present, and each instance must be reported to the Superintendent of Schools without delay.

They shall prepare and conduct such reviews and examinations as may be provided in the course of study, or may be required by the Superintendent.

They shall keep a record of all the promotions made at all times in their respective schools, showing the age and standing of each pupil promoted, which record shall, at all times, be open to the inspection of the Superintendent, members of the Board, parents or guardians, and, when called for, shall be sent to the office of the Superintendent.

Principals may, in their discretion, at any time reclassify such pupils as may be unable to take the course of study as prescribed, and may advance such pupils as may be able to take the prescribed course of study more rapidly than provided for the respective grades.

They shall be present at the schools where they are employed at least thirty minutes before the time specified for commencing the schools, both morning and afternoon, and shall personally superintend the opening and closing of each school session.

They shall frequently, and at irregular intervals, not exceeding one week, carry into effect, in their respective schools, the following instructions respecting fire drills: Every precaution must be used to allow free egress from the building, and one or more pupils must be instructed to open, upon a given signal, all outside doors. The word F-I-R-E be made by striking the bells or gong four times, upon which all pupils shall form, either in rooms or hall, as shall be determined by each principal, and remain in position until ordered out or sent back. One stroke of the gong shall signify false alarm, whereupon pupils will return to their desks. Two strokes of the gong will notify pupils to immediately pass out of the building, in lines, without waiting for wraps. Any pupil refusing to obey these signals shall be suspended. The fire signals shall be distinct from all others, and used only for fire-drill purposes. The signals and drills shall be as nearly uniform in all the buildings as the construction of the same will permit.

They shall cause written programmes of the daily exercises of the several grades to be placed in some conspicuous place in the school rooms.

They shall transmit to the Superintendent, at the close of every school month, and of each school year, full reports, according to blanks furnished them, with such additional information as the Board or the Superintendent may, from time to time, require, or as they may think important to communicate.



The principals may make such special regulations for their schools, teachers, and pupils, not conflicting with the general regulations, as they deem necessary to secure good discipline, proper deportment, and thorough scholarship.

The decisions of principals relative to discipline, classification, and promotion, shall be subject to review by the Superintendent.

#### DUTIES OF TEACHERS.

Any principal or teacher who may wish a leave of absence for one or more days, must secure such leave from the Superintendent, or, in his absence, from the principal of the school. In case of enforced absence, immediate notice must be sent to the Superintendent's office.

All teachers in the public schools are required to acquaint themselves with the rules and regulations of the Board, and the directions of the Superintendent and principal, in relation to the management and discipline of their respective departments, and to carry them into full effect.

They shall report to the principals at their respective school houses at least twenty minutes before the time specified for commencing school in the morning and afternoon. They shall record the time of arrival at the school building, both morning and afternoon, at the time of such arrival.

They shall take care that the school building, furniture, apparatus, maps, books of reference, and books loaned to indigent pupils, be not defaced or injured ; and they shall, immediately upon the discovery of any injury to school property, report the same to the principal.

It shall be the duty of all teachers to exercise a careful supervision over their pupils while in the school rooms, about the school premises, and going to and from school. They shall report to the principal any improper conduct. Teachers shall pay strict attention to the habits and morals of pupils. They shall have special regard to proper attitudes, sitting and standing, deferential and courteous manners, and in no case allow the use of profane or improper language.

Corporal punishment must never be inflicted by the teacher, but by the principal alone.

Teachers having in their department indigent pupils, not provided with text-books, shall report such to the principal.

Each teacher shall give a correct and faithful record at the end of each month, to the principal, of the number of days taught, the number of times punctual, and the amount of time lost by absence, which report the principal shall forward, with the record of his own time, to the Secretary of the Board.

The teachers in each department may be allowed to visit other public schools in the discretion of the Superintendent.

When duly notified, all teachers shall attend institutes or classes for instruction.

No teacher in the public schools shall tutor or assist any pupil of his school except with the consent of the principal, in which case no compensation shall be charged.

#### SUPERVISORS.

Supervisors, except as herein provided, shall, under the immediate direction of the Superintendent, have a general supervision of the instruction in their respective departments. They shall give instruction to teachers by lectures, by model or illustrative teaching, by general or personal suggestion and criticism. They shall visit the schools systematically, and shall report to the principals, who shall make a record of the same. They shall report to the principal upon the character of the instruction given in their respective departments, with criticisms and suggestions as exigencies may require. They shall report to the Superintendent upon the general condition of the schools as regards departmental instruction.

#### SPECIAL TEACHERS.

Special teachers shall be employed for work in certain branches only, and they shall, under the direction of the Superintendent, devote their whole time to the work of their respective departments. They shall give instruction at such schools and at such times as may be determined by the Superintendent under the direction of the Board. They shall report to and co-operate with the principals as regards their work in the respective schools. They shall report to the Superintendent, as often as he may require, as to the character of the work accomplished under their instruction, together with such suggestions as to the general management of their respective departments as they may deem the interests of the schools to require.

#### PUPILS.

All pupils shall be classified according to their attainments, and enter such department or class, and pursue the studies in such order as the principals shall direct, in conformity with the rules of the Board and course of study.

Any person of school age who shall have taken a temporary residence in the city for the purpose of attending school, or a minor or ward whose parent or guardian resides out of the city of Rochester, shall be considered a non-resident. A non-resident must obtain from the Superintendent a school permit, which shall designate the school in which attendance is permitted.

No resident pupil shall be allowed to attend the public school in a district other than that in which he resides, without the written permit of the Superintendent of schools. All permits shall expire at the end of each school year, unless sooner revoked or rescinded. Resident pupils of each district must be first provided with proper room before others are admitted. District permits may be revoked for cause by the Superintendent and he may transfer, for cause, pupils from one district to another. Whenever a pupil attends a school under a district permit, he shall not be transferred to another school without written consent of the Superintendent.

Any pupil about to remove to another district shall notify the principal, and obtain a certificate of transfer showing the grade of scholarship and a record of attendance, and principals are hereby required to reject such applicants until they have complied with the provisions of this rule. This rule shall apply to all transfers from one public school to another.

All pupils who are irregular, tardy, disorderly, indolent, or inattentive may be suspended, and all pupils who, by reason of irregularity, tardiness, indolence or inattention, have fallen behind in their classes, may be placed in the grade or class below.

A pupil absent eight half-days, whenever accumulating, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that his absence was caused by his own sickness, sickness in the family, or some urgent necessity, shall forfeit his seat in the school; and the principal shall forthwith notify the parent and the Superintendent that the pupil is suspended. No pupil thus suspended shall be restored to the school until the parent or guardian has given satisfactory assurance that the pupil will be regular in attendance in the future, and has obtained permission from the principal for such pupil to return. Parents shall be notified by teacher, in writing, of absence of pupil before suspension.

No mere statement that the parent has kept the pupil at home shall be accepted by the teacher as an excuse for absence; and, unless it shall appear that the pupil has been detained by sickness, or some other urgent reason, which would render attendance impossible, or which would cause a serious and imprudent exposure of health, the excuse shall not be deemed satisfactory.

All pupils are required to conform to the regulations of the school, and obey promptly all directions of the teacher; to observe good order and propriety of deportment.

For open disobedience, improper conduct, vicious habits, insubordination, tardiness, truancy, or conduct forbidden by any of these school regulations, any pupil may be suspended by the principal or expelled by the Superintendent, immediate notice of which suspension or expulsion shall be given to the parent or guardian, and Superintendent. Such pupil shall only

be re-admitted by the principal or Superintendent in case of suspension, and by the Superintendent in case of expulsion.

Pupils guilty of defacing or injuring any of the school property shall pay in full for all damages, and, in default of such payment, shall be suspended from the school, and be readmitted only by permission of the Superintendent.

Any pupil who shall come to school not properly prepared as to dress, cleanliness, and personal appearance, shall be sent home to be put in proper order for school.

Pupils shall not be permitted to assemble about the school buildings at an unreasonable time before the commencement of school or remain about school premises after being dismissed.

## ARTICLE IV.

### GENERAL RULES FOR SCHOOLS.

There shall be such reviews and examinations in each semester as the Superintendent may prescribe.

The school year shall be divided into two semesters; the first shall commence the second Monday of September, each year, and continue until the last Friday in January; the second shall commence on Monday next following the close of the first, and shall continue so long as may be necessary to complete the school year as fixed by the Board of Education.

Special individual conditional promotions to the class next higher shall be made whenever, in the judgment of the teacher and principal, the pupil is qualified to do the more advanced work and would be benefited by such Promotion.

At the end of each semester a report of the work of each pupil during the semester shall be sent to his parents or guardian. Such report shall contain the record of the pupil's work in each subject by months, and in cases of failure to promote, the reason of such failure shall be clearly set forth.

Whenever it is clear, from the weekly records of the pupils, that the work done, if continued, will not warrant promotion, it shall be the duty of the teachers to communicate with the parents, and endeavor, if possible, to secure their co-operation in improving the work of the pupils.

Pupils having been promoted from one class to the class next higher, who for two consecutive months fail to maintain a satisfactory standard, shall be returned to the grade from which they were advanced, if in the opinion of the principal and Superintendent of schools such failure is due to insufficient preparation for the work of the higher grade.

## GRADATION AND PROMOTION.

For the purposes of gradation and promotion, the school year shall be divided into two semesters. In each grade there shall be two classes designated respectively the A and B classes—the A class being the more advanced. All promotions shall be made to the class next higher.

In grades one, two and three, classes may be promoted at any time by the principal of the school, with the consent of the Superintendent of schools, upon the advice of the teachers in charge, supplemented by such oral examinations as the Superintendent and principal shall deem advisable.

In all grades, from the fourth to the twelfth, inclusive, at the end of each week teachers shall prepare, on blanks furnished for the purpose, an estimate of the work of each student during the week. These estimates shall represent the judgment of the teachers upon the ability and industry displayed by the pupils in the various subjects pursued. They shall be recorded by the use of the letters A, B, C. B being the passing mark; C indicating failure, and A being given only in cases of especial merit.

At frequent irregular intervals, brief examinations or written reviews of various sorts shall be given the pupils in their respective classes, and a record of the results obtained in each case shall be kept by the teachers. Questions for at least one examination in each semester shall be furnished or specially authorized by the Superintendent of schools. The results of these examinations shall not be the basis for promotion, but shall be used and considered by the teacher as a guide and critique of his own work, and as one means for determining the character of the work of the students.

At the end of each month a report shall be sent to the parent or guardian of every pupil, giving the average of the weekly estimates taken from the teachers' record modified by the average results of any written tests given during the month. Each of these reports, signed by the parent or guardian, shall be returned to the teacher.

At the end of each semester, the teacher and principal together shall examine the record of each pupil, both as to weekly estimates and tests or examinations given during the term, taking into consideration all circumstances so far as known, affecting the work of the pupil.

All pupils whose work has been found upon the whole satisfactory and all who have given evidence that they are qualified to do the work of the succeeding grade, shall be promoted. Those whose work has been found to be in the main unsatisfactory and those who have not given satisfactory evidence of ability to do the work of the succeeding grade, shall not be promoted, provided that in the case of exceptional pupils, conditional promotions for a definite time may be made.

The morning session of all the public schools shall commence at nine o'clock and close at 11:45. The afternoon session shall commence at 1:30 o'clock and close at 3:45. Dismissals and all preparations therefor shall be made not earlier than five minutes previous to said hours herein specified. The morning session for Second and Third Grade shall be 9 to 11:30, and the afternoon session shall be 1:30 to 3:30. Pupils of the Kindergartens and First Grade shall attend school but one-half day each; certain classes reporting in the morning and others in the afternoon, as determined by the teachers. The hours for these grades shall be in the morning from 9 to 11:30, in the afternoon from 1:30 to 3:30.

Regents examinations for preliminary certificates may be taken at such time and under such conditions as may be prescribed by the principals of the respective schools, under the direction of the Superintendent.

Pupils may be detained after the close of the afternoon session, not to exceed one hour for the time lost by tardiness, or for misconduct during school hours. When thus detained they shall be subject to the same regulations as in school hours. No pupil shall be detained in school for study or punishment during any part of the noon intermission or recreation time.

No study tasks shall be imposed upon pupils as a punishment.

No use whatever shall be made of any school house other than for the purposes of the school, without the consent of the Board.

No person shall be permitted to solicit subscriptions for any paper, book, publication, or other article, or canvass for the sale or manufacture of any article or tickets, within the school buildings or the school grounds at any time, and no subscription, for any purpose whatever, shall be introduced in any public school, and no advertisement shall be read to the pupils of any schools, or distributed among them, or posted upon the walls of any school building or fences of the same, and no collection or contribution shall be allowed to be taken or tickets sold, for any purpose not connected with the purposes of the school. No advertising matter, circulars, announcements, posters, or cards shall be left or distributed within any of the school buildings or grounds for any purpose. Lists of the names or addresses of teachers or pupils must not be furnished by any employee of the Board to any person for use in circulating, canvassing, or distributing advertising matter. Every employee will be held to a rigid enforcement of this rule.

No principal or teacher or other employee in the public schools shall be allowed to sell any book, stationery, pens, pencils, slates, or other articles used in schools by the pupils.

Teachers of classes dismissed before 11:45 and 3:45 o'clock shall perform such duties during remainder of school hours as the principal may direct.

All rules of the Board of Health in regard to infectious and contagious diseases shall be strictly enforced.

#### (OBSERVANCE OF WASHINGTON'S BIRTHDAY.

The several public schools of the city of Rochester shall annually hereafter suitably observe the celebration of Washington's birth-day by public exercises of patriotic character in each school, preceding the convention exercises hereinafter provided for.

All the pupils of the highest grade in each school shall be invited to attend the convention of school pupils held for the public observance of such annual exercises, which observance shall occur on the twenty-second day of February, or if that date should occur on Sunday in any year, then on such other day as shall be designated by this Board for that purpose. Such pupils shall constitute a guard of honor to standard bearers, and shall attend as entire delegations and attended by teachers.

A standard bearer shall each year be selected by the principal of each public school from the pupils of the highest grade of that school, and from the graduating class of the High Schools, based upon the highest attainment in scholarship and deportment that year, whose duty it shall be to receive at such convention of delegates the United States flag presented to such school by members of the George H. Thomas Post, No. 4, G. A. R., from the standard bearer preceding him; to have the custody, during the year following his appointment, of the flag, and transmit the same to his successor. Said flag shall remain at the respective public school during the year and be displayed in public only upon national holidays or other important public occasions. They shall be suitably boxed and preserved and formally transferred each year, as above provided, at said annual convention of delegates.

A permanent record shall each year be made and preserved by the several school principals, of the delegates and standard bearers selected, as hereinbefore provided, in that school; and in case of death, resignation, or inability to act, of any standard bearer in any year, his successor shall immediately be selected in the same manner as hereinbefore provided.

### ARTICLE V.

#### HIGH SCHOOLS.

The faculty of the High School shall be composed of a principal and such teachers as shall from time to time be appointed.

The principal of the High School shall keep a register of the name, age and residence of all pupils attending the same—the time of their entrance—the school, whether public or private, from which they were received, and also the names of all who graduate and receive a diploma.



He shall also keep a list of the names of all pupils who have been suspended, dismissed, or expelled from said school, and the reasons therefor.

Students in any of the departments, having completed the required course to the satisfaction of the faculty, shall receive suitable diplomas, signed by the principal, the president of the Board of Education, and School Superintendent; but such diplomas shall be withheld until the completion of the graduating exercises. Each diploma shall show from what course the holder is a graduate. The graduating exercises shall be under the supervision of the Board.

All pupils who fail from any cause to do the prescribed work of the class to which they have been promoted, shall be subject to re-classification or withdrawal.

The hours of school in the High School shall be determined from time to time by the Board.

All teachers employed in the High School shall be at their respective school rooms twenty minutes before the time specified for the commencement of each school session.

The faculty shall each year determine the number and names of the pupils who shall participate in the graduating exercises.

## ARTICLE VI.

### EVENING SCHOOLS.

The fall term of the Evening Schools shall begin on the second Monday of October, and continue until the Christmas recess.

The winter term shall begin on the first Monday after New Year's, and continue according to attendance.

The hours shall be from 7.30 to 9.15; three sessions each week.

The course of study shall be determined, from time to time, by the Superintendent and the Board of Education.

## ARTICLE VII.

### TRUANT SCHOOL RULES.

By the State law authorizing the establishment of Truant schools and the compulsory attendance of truants, the Superintendent of city public schools is constituted the supervising officer to enforce the provisions of said law.

### HOUSE RULES.

The following rules shall be observed in the control and management of the school, known as the Truant School, for the detention of school truants, until otherwise ordered:



Rule 1. Attendance officers shall be on duty at the school during the hours prescribed in weekly bulletins, as furnished by the Superintendent.

Rule 2. The attendance officer bringing a boy into school shall deliver him to the principal, or the officer in charge.

Rule 3. Every attendance officer while on duty at the building, shall in the absence of the executive officer, be in full charge and custody of the inmates and be responsible for the same.

Rule 4. The officer in charge during the night shall be responsible for the heat, lights, and condition of the building and custody of the inmates during said time, subject, however, to the direction of the executive officer.

Rule 5. The hours of attendance at the school, as laid down by the weekly bulletin, shall not be changed without the consent of the principal and the Superintendent.

Rule 6. The principal shall be the executive officer of the school and shall have full power and control over all matters pertaining to the school and building, subject to orders from the Superintendent.

Rule 7. The principal shall receipt for all non-resident inmates, notify the Superintendent of the name, address, and time of arrival of every inmate; keep the school record as heretofore required; have charge and custody of the inmates and their instruction, exercise and drill; shall cause all inmates to bathe at least twice a week and to be exercised in the yard at his discretion. The matron shall regulate the changes of beds and clothing.

Rule 8. The principal shall keep the inmates in custody, and release them only upon the written order of the Superintendent of Public Schools.

Rule 9. The principal shall receive all articles intended for the inmates, and use his discretion in allowing the use of the same.

Rule 10. In cases of disorderly inmates the principal may in his discretion use sufficient means to bring them to subjection without resorting to cruelty.

Rule 11. Inmates, when received, shall be examined and all articles, except wearing apparel, taken from them for safe keeping and restored to them on being released.

Rule 12. Suitable text-books shall be furnished for use of said school by the Board of Education.

Rule 13. Profanity and the use of tobacco shall not be permitted.

Rule 14. The building shall be open at all times to the public.

Rule 15. Hours for inmates :

- 7 to 8 A. M., rising and preparation.
- 8 to 8.30, breakfast.
- 8.30 to 9, dormitory duties.
- 9 to 12, school, with intermission.
- 12 to 1 P. M., dinner.

1 to 3, school.  
 3 to 5.30 recreation.  
 5.30 to 6, supper.  
 6 to 9, games and reading.  
 9, to bed.

## ARTICLE VIII.

### DUTY OF LIBRARIAN.

The business hours of the librarian shall be from 9 A. M. to 6 P. M.

### REGULATIONS OF THE CENTRAL LIBRARY.

Rule 1. The library shall be open to the public every day throughout the year from 10 A. M. to 6 P. M., without intermission (except upon Sundays and legal holidays). Employees' hours, from 9 A. M. to 6 P. M., with noon intermission.

Rule 2. All inhabitants of Rochester, over the age of ten years, who shall have obtained a permit from a school commissioner, the Superintendent, the librarian, or principal of a school shall be entitled to borrow books from the library, for home use, so long as they conform to the rules governing the library.

Rule 3. An alphabetical list, with residence, of all persons using the library shall be kept by the librarian.

Rule 4. No pupil of the High Schools or other public school shall be allowed to draw from the library more than two books a week, including one of fiction.

Rule 5. No person can procure a book by the use of another person's card, except persons who may be suffering from continued illness or those who are permanently disabled from applying in person.

Rule 6. No person shall have, for home use, more than one book on one card at one time; and no book shall be retained by any person borrowing it more than fourteen days; provided, always, that any book may be borrowed twice by the same person, but not more, until it shall have been returned to the library and shall have remained there one full library day.

Rule 7. All books that the Board of Education, in its discretion, may set apart as books of reference, shall constitute the Reference Library, and none of such books shall be taken from the library.

Rule 8. To protect the library against loss, and to secure to all a just and equitable share in its benefits, any person retaining a volume longer than the regulations permit will be fined two cents for each day of detention; the librarian being charged with the collection of these and all other dues to the library, keeping a careful and accurate account of the same in

detail, and no remission of any fine shall be made, except by order of the Board of Education. The librarian shall, at least once each month, pay to the Secretary the amount of all fees collected during the preceding month.

Rule 9. Any book detained one week beyond the time fixed by these regulations shall be sent for by the librarian, and an additional penalty of twenty cents shall be collected from any such delinquent. And no book shall be lent to any person who has fines and penalties remaining unsettled after three weeks from the date of any loan.

Rule 10. No person who has borrowed a book from the library shall lend it to any one not a member of the same household.

Rule 11. All injuries to books beyond a reasonable wear, and all losses, shall be made good to the satisfaction of the Board of Education; any book remaining out of the library for two months shall be considered lost, and proceedings taken for its recovery.

Rule 12. Any person borrowing and failing to return a book within the prescribed time, may be refused further loans by the librarian.

Rule 13. No book shall be taken from the shelves in any part of the library by any person not connected with or employed there.

Rule 14. Pupils in attendance in the public schools will not be permitted within the library rooms during school hours, except by the written permission of a teacher.

Rule 15. All conversation and conduct inconsistent with the quiet and orderly use of the library is strictly prohibited.

Rule 16. Any person abusing the privileges of the library by unbecoming conduct, or by violation of any of the regulations by intentional defacement of the book in any way, shall be reported to the Board as soon as may be, and by them excluded from the library for a time, or permanently, according to the nature and degree of delinquency or fault; but in case of any gross offense, the librarian shall act summarily in the matter, and cause the offender to be at once excluded from the library, reporting the case to the Board as soon as possible for their final decision. The use of ink shall not be permitted in making extracts from books in the reference library. Smoking will be strictly prohibited in the library.

Rule 17. No periodical shall be taken from the library room. Bound volumes of magazines shall not be taken from the library room, except such duplicate volumes as may especially be set aside for that purpose.

## ARTICLE IX.

### RULES RELATING TO CARE OF SCHOOL BUILDINGS.

1. The janitors of the public schools shall be under the immediate direction of the school principals, who are hereby held responsible for the

enforcement of the following rules, and who are required to report to the Superintendent any neglect of duty, disrespect toward the teachers, or willful violations of the said rules.

2. The janitors shall keep the school buildings, water closets, and cellars, thoroughly clean and free from lead pencil or chalk marks, in which latter particular they shall have the co-operation of the principals.

3. They shall sweep the several schoolrooms, cloakrooms, and halls once each school day, and thoroughly dust the woodwork and furniture of each room after each sweeping. No sweeping shall be done during the hours when the school is in session, or while the teacher is engaged in school work.

4. They shall dust the walls of the several school rooms and halls, and scrub the floors as often as twice each month, and whenever required by the principal; they shall wash the rostrums, stairs, and the woodwork, windows, and transomes as often as directed by the principals of the respective school buildings, and always immediately before the commencement of each school term.

5. They shall keep the school yards clean and free from rubbish, stones and weeds, and the walks, both inside and outside of the school grounds, well swept and free from snow, and the sidewalk and the steps around the buildings, when coated with ice, shall be kept well covered with ashes or saw dust, so as to effectually prevent slipping thereon. In default of this precaution against accident, each janitor offending shall be responsible to the Board for any injury caused by such neglect.

6. They shall personally see that all the windows, shutters, doors, and gates are securely fastened when the schools are not in session; shall promptly make such repairs as they are able to make, and report to the principal all other repairs necessary. They shall do all other work properly belonging to janitors, including washing and filling ink-wells, and washing dishes used in kindergarten; fasten or remove seats, desks, or benches to the floor when required; glaze windows when necessary, and assist in maintaining order upon the school grounds.

7. No janitor shall allow any pupil to assist him in his work unless such pupil be a member of his own family. Nor shall any janitor employ help or permit around school buildings any person whose presence shall be detrimental to the school or obnoxious to the principal.

8. They shall endeavor to secure a uniform temperature in their school buildings of from 68 to 70 degrees Fahrenheit as nearly as may be, and in no case to allow a temperature above 70 degrees, and shall use all proper means to avoid injurious extremes of heat and cold.

9. Janitors shall not be absent from their respective school buildings under any circumstances, during hours when school is in session, without permission from the principal in each instance. They shall have the ex-

clusive control of the heating apparatus, under the direction of the principal, and shall be held responsible to the Board for any damage to the same resulting from carelessness or neglect.

10. They shall report promptly any defect in the steam heating apparatus or fixtures under their respective charge, to the principal, and to the office of the Secretary, who shall cause necessary repairs to be made, as provided by the Board.

11. In school buildings heated by stoves or furnaces the janitors shall make and regulate the fires; supply coal for the stoves as directed by the principal or teacher, and when fuel is necessary to be supplied they shall promptly notify the principal of the fact, who must thereupon issue a written order to the Secretary, for such fuel as may be needed.

12. They shall promptly screen or sift the ashes, separating therefrom the cinders, which latter they must use for fuel as occasion requires. The ashes shall be disposed of as the Board may determine.

13. They shall, during school vacations, be personally in attendance each day in and around their respective school buildings, and shall use all possible vigilance to preserve the property under their care from injury. They shall receive and receipt, under the direction of the principal, for fuel delivered at any time, and see that the same is properly placed in the cellars of their respective school buildings. In no case shall they receive or receipt for any fuel without first personally inspecting the same and requiring full weight or measure so receipted for to be then delivered.

14. During each summer vacation they shall securely lock up all books, pencils, drawing materials, and other property used by pupils or teachers and left in the building for safety.

15. The janitors shall properly care for the school grounds, and shall perform such other school duties as may be directed by the principals or Board of Education.

16. They shall be courteous and respectful to pupils, teachers, and visitors, and shall not smoke inside their respective buildings.

#### SALARIES.

Experience gained elsewhere than in the public schools of this city shall be allowed at one-half time for the purpose of fixing salaries or dating an increase, except in cases where a larger allowance is recommended by the Board of Examiners and approved by the Board of Education.

Experience gained in supply teaching in this city or in the evening schools of this city, may be allowed in fixing salaries or dating an increase, provided there has been at least six weeks of consecutive teaching.

In case of the absence of any supervisor, principal or teacher, after the beginning of the school year and without special permission of the Board, deduction of salary for such absence will be made as follows for fifteen consecutive school days, after which time the entire salary will be disallowed :

For absence of	Supervisors.....	\$3.00 per day.
" " "	Principals.....	\$3.00 " "
" " "	Special teachers.....	\$3.00 " "
" " "	High School teachers.....	\$3.00 " "
" " "	Grade and kindergarten teachers..	\$1.50 " "
" " "	Manual Training teachers.....	\$1.50 " "

No allowance of salary will be made for absence occurring at the beginning of the school year.

In case of the absence of any supervisor, principal or teacher on account of a death in the immediate family, three full days' allowance will be made to the absentee, provided such absence covers school days.

The salary of a principal of a primary school shall be established at the rate of \$650 during the first year of employment, and thereafter the salary may be increased at the discretion of the Board until said principal's salary shall have reached the maximum limit of \$1,000.

The salaries of all supervisors, principals of grammar schools, high school teachers, and special teachers, shall be fixed and increased at the discretion of the Board, the amount being dependant upon training, experience, size of school, responsibility of the position, success in the work, etc.

The salaries of assistant teachers, with the exception of the principal's assistant, shall be fixed at \$30 per school months.

The salaries of grade, kindergarten and manual training teachers shall be fixed at \$300 for the first year of employment; \$350 for the second year; \$400 for the third year; \$450 for the fourth year; \$500 for the fifth, sixth, seventh, and the first half of the eighth year; \$550 for the second half of the eighth year, and the ninth and tenth year; \$600 for the eleventh year, and thereafter.

## ADDRESS OF THE PRESIDENT.

*To the Members of the Board of Education :*

### ATTENDANCE.

The number of pupils in attendance at the public schools has shown a gratifying increase during the year. A year ago, as shown in the report of November, 1901, there were 22,586 pupils registered. At present there are 24,056. The greatest growth has been that of the High School, which has a registration of 1,390, as against 1,029 one year ago, a gain of 361 pupils. The prevalence of contagious disease has interfered quite seriously in many of the schools with the total attendance, reducing it below its normal proportions. A slight gain, however, has been made over the average of attendance for last year; 19,865 as against 19,360.

### BUILDINGS.

The question of providing adequate and suitable buildings in which to accommodate these pupils has continued to be one of the most pressing problems of the Board. As is the case with many other cities, Rochester school buildings are sadly inadequate to the needs of the schools, and for several years extraordinary expenditures will be necessary to put the school buildings in a first-class condition. The people are demanding that the buildings in which their children pass so many hours of the day during eight or ten years of their life, be warm, light, thoroughly ventilated and large enough to accommodate the children without overcrowding. In order to meet these demands two old buildings, Nos. 7 and 23, that were menaces to the health of teachers and children, have been replaced by new buildings constructed in accordance with the best modern ideas. It was hoped to have both buildings ready for occupancy in September of this year, but owing to continuous rains during June and July, and to unavoidable delays in the securing of building material, school No. 23 was not completed until Thanksgiving, and school No. 7 until the middle of the present month. Both these buildings are so constructed that each school room is flooded with light which falls over the pupil's left shoulder as he sits at his desk to study. A portion of the desks in the upper grade rooms are adjustable, so as to allow children above or below the average height to be provided with desks suitable to their size. The buildings are heated by steam and ventilated by a fan system that forces an abundance of warm, pure air supplied with the proper amount of moisture, into each room. Each build-



ing contains on the first floor a large assembly hall, in which the principal may meet the entire school for general exercises. These and other buildings recently completed have frequently been visited by people from other cities about to build school houses.

In the coming year it will be necessary to rebuild school No. 13; after that at the earliest possible date school No. 9. School No. 36 will need to be greatly enlarged in order to provide for its own growing district and to relieve the crowded conditions of No. 26. Assembly halls are needed at schools Nos. 26, 10 and 12.

### HIGH SCHOOL.

The new East High School will be ready for occupancy we hope at the beginning of the second semester of the present school year. No pains have been spared to make this building a source of pride to the city, and a means of attracting to Rochester as residents many who are seeking the best educational advantages for their children. The aim of the Board has been, without wasting money in lavish display, to equip the building for the most efficient work. Laboratories, library, lecture rooms, gymnasiums for boys and girls, convenient class rooms and a spacious assembly hall are all provided. The ventilation, plumbing and heating plants are all the best that could be secured, and no trouble has been spared to make the building abreast of the modern ideas in high school construction. The public response to these improved facilities has been immediate; the registration in the High School having increased one-third in one year. While the number of High School pupils is still below that of Syracuse, a city considerably smaller than Rochester, the increase is a gratifying proof of the public demand for better high school facilities.

Even the new building is inadequate to accommodate all the pupils of the school at one session, and it will probably be necessary to use the building formerly occupied by school No. 11 and the old High School building for the first year pupils. When the overcrowding of the present High School building is relieved by the removal of all except first year pupils and these latter are distributed in the largest and pleasantest rooms of the building, it will be possible to provide for them quite comfortably until the completion of the West High School. It is, however, a disadvantage to have the pupils of the first year taught in three different buildings, and it is the settled policy of the Board to provide at an early date for the West Side a High School in every way equal to the East High School.

The building on Fitzhugh street is none too large for the use of the library and administrative departments of the school system. The Central library is seriously crippled for lack of room and should be given the entire first floor with provision for a children's reading room. The offices of the Superintendent, Secretary of the Board and supervisors of Manual Training,



Music, Drawing, Sewing, and Primary and Kindergarten, could be placed upon the second floor, with meeting places for the Board of Education and for the teachers and principals on the third floor. These much needed improvements must wait, however, until the completion of the West High School.

#### EVENING SCHOOLS.

The past year has seen a further development of the evening schools, one of the most important departments of the city's educational system. Three evening schools of grammar grade and one evening high school have been maintained. The course of study in the evening grammar schools has been revised and strengthened. Certificates of work accomplished are given and provision made for orderly promotion from class to class and year to year. It is an inspiring sight to see gathered in school No. 26 a thousand industrious and studious young people taking advantage of the opportunities thus offered. In one room may be seen thirty Poles and Russians studying English; in another a class of men studying mechanical drawing; still another room has forty boys doing simple sloyd exercises at their desks; while the benches in the manual training room have three shifts in an evening in order to accommodate the classes. There are 450 pupils taking the weekly lessons in chorus singing; 216 the course in cooking and 275 that in sewing, and more than fifty that in book-keeping and business. Those choosing the courses in manual training, music, cooking or sewing are required also to take two academic studies, and the classes in United States history, arithmetic, geography, reading and writing are large and enthusiastic. The classes in practical electrical science under the inspiring instruction of Mr. John Dennis are crowded full of young men eager to equip themselves for intelligent electrical work.

The evening schools at Nos. 5 and 4, while not so large as that at No. 26, are doing admirable work along similar lines and are performing a noble service to the communities in which they are placed. The Board regards the establishing and placing of evening schools wherever there is need of them as an imperative duty. Opportunity is thus afforded to hundreds of ambitious boys and girls to supplement the defects of early education and to qualify themselves for positions of increased usefulness and responsibility.

The large increase in the registration in the evening schools since the introduction of elementary industrial and manual training proves that the demand for instruction of this kind is wide spread. The experience of the Board would seem to show that these evening schools may be most needed in the outlying districts of the city where large numbers of people find themselves too far removed to take advantage of opportunities afforded in the central portion of the city.

The experiment of opening an evening high school has succeeded beyond our expectations. There has been a registration of 316 pupils, three times as many as we dared to expect for the first year. Though the work has been new and untried, both teachers and pupils have entered into it with enthusiasm and there is every encouragement for the future of the school.

#### MANUAL TRAINING.

Under the able supervision of Mr. Murray, the difficulties attending the introduction of manual training have been to a large extent overcome, and the department has proved its value as an integral part of our course of study. New centers for bench work have been established at schools Nos. 3, 5, 8, 29 and 33. The teachers of manual training report enthusiastic interest on the part of the children and the cordial co-operation of principals and teachers. Provisions have been made to carry manual training into the High School, expanding the course somewhat to meet the needs of older children. Mr. Murray has been studying the systems in operation in the high schools of other cities, and hopes to introduce into our new High School courses that shall combine the excellencies of other systems while avoiding their defects.

#### LIBRARY.

In spite of the adverse conditions which have for years hampered the work of the Central Library, it has continued to do a most valuable and beneficent work. The number of those drawing books from the library, as shown by the report of the librarian, is somewhat over 30,000. There is no doubt that this number could be largely increased, had the Board the facilities or the funds for properly administering a great circulating library.

The experience of Buffalo has shown that group libraries of about fifty volumes placed in the grade rooms of the public schools are an exceedingly valuable adjunct to the work of the schools. These cases of books are sent out from the public library to the various schools and exchanged once each term. The children most eagerly avail themselves of the privileges of drawing books from these libraries, and the aggregate circulation is very large. Désirable as such work would be, it is impossible for the Board to undertake it with the amount at present in the library fund.

The Librarian, Mrs. Dowling, and her assistants, have co-operated most cordially to make the library of value to the schools. Many special lists of books have been prepared for the use of the teachers and special collections in Nature Study and kindred topics have been made for their use. Mention should be made of the exceedingly valuable list of Christmas books and stories prepared by the Librarian for the use of the teachers.

## MUSIC.

To the regret of the Board, Miss M. R. Hofer severed her connection with the schools of Rochester as supervisor of music at the end of her first year of service, going from us to accept a position of responsibility and influence in New York City. Her work in introducing music into the schools had been done with such success, and had so secured the co-operation of teachers and pupils that it was feared that it would be impossible to find one to fill her place. It is a pleasure to report that her successor, Miss R. R. de Laitre, is more than fulfilling the high expectations with which she was called to this responsible position. She has carried on the work so well begun to even greater efficiency, and has shown tact and skill of an unusual order in instructing and assisting the grade teachers in this new, and, to many of them, difficult subject.

## DRAWING.

The development of the drawing course in the schools has been so steady and quiet that the great improvement effected is not realized until one compares the work done now with that done three years ago. Perhaps the greatest improvement has been seen in the color work. The growing freedom and discrimination of the children in the use of color is most gratifying. The past year has seen an advance in correlating drawing with other subjects, using it freely as a means of expression in connection with language, history and geography.

## SEWING.

The course in sewing is closely connected with and is indeed a part of the department of manual training. Mr. Murray and Miss Wallace have worked together with enthusiasm and earnestness to develop the educational possibilities of the subject and to connect sewing with other exercises in manual training. The subject has been much enjoyed by children, and teachers report improvement in the neatness and accuracy of their work.

## TEACHERS.

With the close of the present school year we shall have about reached the end of the trying and difficult situation caused by the surplusage which existed in the teaching force when the Board went into office. We felt it but just in filling vacancies to give the preference to those teachers who had failed of reappointment not because of personal inefficiency, but because former abuses in the appointing power had placed a larger number of teachers on the pay roll than the needs of the school justified. Had it been possible to fill the twenty-five or thirty vacancies

occurring each year with inexperienced teachers at the minimum salary, a substantial sum would now be available toward increase of salaries. Owing, however, to the Board's policy of dealing fairly and even generously with those teachers who found themselves without positions after having given five or ten years of faithful service, there has been no opportunity as yet to appoint teachers at the minimum salary. The result has been that while the schools are well equipped with a force numbering 150 fewer teachers than when the Board took office, the pay roll shows a decrease of only \$1,000.00 from that of 1899.

I wish again to express the hope and expectation that with the passing of these unusual conditions, with the consequent possibility of appointing those just beginning their work as teachers at the minimum salary, and with close supervision in order that the total number of teachers employed does not exceed that needed for the efficient management of the schools, it may be possible to raise the salary of teachers. The matter will receive our very earnest and early consideration.

I wish to express what I am sure is the feeling of all the members of the Board, our appreciation of all good work done by the principals and teachers in both common schools and High School. We realize that it is upon the loyal, intelligent, faithful co-operation of the teaching force that we depend for any good results that may be wrought out in the schools. On such continued support and co-operation in the work in which we are trying to do we confidently rely.

#### COURSE OF STUDY.

Large bodies move slowly, we are told and in the case of a great educational system, numbering scores of schools and hundreds of teachers, this is peculiarly true. To overcome the inertia of so great a body, disturb some of its traditions, modify many of its methods, and change some even slightly the emphasis in a few of its departments, is no light task.

While it would be premature to speak of the results of changes made by the new course of study, it is not too early to express the satisfaction of the Board with its main features. That there has been decided improvement during the past three years in the school work, in reading, writing, arithmetic and other common branches, cannot be questioned by those who have watched and compared the work from year to year. In many of the schools recently at Christmas time pupils took home to their parents neatly written pamphlets containing their month's work in geography, grammar, language, spelling and arithmetic. These written lessons were bound without correction in covers designed and decorated in color by the child. They were the best, because the most unanswerable witness, to the quality of the work being done by the schools,

There is yet much to be effected. Doubtless mistakes will be made in minor details. Not all methods will prove successful in all schools. But the one aim and purpose of the Board, and of the officers in charge of the educational work of the schools, is to have it thorough, practical and efficient.

#### SUPERINTENDENT.

By the resignation of Superintendent Gilbert we have been deprived of a wise, patient and powerful leader. It is a great loss to our schools that the work so ably begun by him cannot be carried to completion by the same hands. It is a gratification to us, however, to have had for two years his counsel and direction, and the impetus which his forceful personality has given to our schools will be felt for years. The great publishing house which has called him to the head of its educational department has only recognized the position which he holds as an authority in the field of elementary public education. In his successor, Dr. Shaw, we believe that we have secured a man thoroughly qualified by training and experience to take up the work and carry it on to successful completion. We believe that Rochester deserves the best man who can be procured for one of the highest positions in the gift of the city, and we believe we have secured him in Dr. Edward R. Shaw, of New York City.

#### FINANCIAL STATEMENT.

##### Receipts from all sources:

Teachers' fund.....	\$418,416.48	
Building fund.....	251,377.47	
Repair fund.....	13,000.00	
Library fund.....	3,363.75	
Contingent fund.....	141,612.17	
	<hr/>	\$827,769.87

##### Expenditures:

Teachers' fund.....	\$408,214.16	
Building fund.....	251,356.15	
Repair fund.....	12,279.17	
Library fund.....	2,891.48	
Contingent fund.....	123,028.91	
	<hr/>	\$797,769.87

Balance on hand..... \$30,000.00

These amounts have been compared with the books of the comptroller and agree in every particular. The outstanding bills for current expenses, it is estimated, will amount to between \$100.00 and \$200.00.

In addition, as provided in our contracts for building No. 7 and 23 schools, we have deemed it wise to withhold the payment of \$11,493.00, due on No. 7, and \$11,000.00 due on 23. There is also due on contracts \$64,261.00 for the East High school, now in process of erection, all of these obligations to be paid during the coming year.

#### BOND ACCOUNT.

There has been issued \$150,000 in bonds for the erection of the East High School, the proceeds of which have already been expended and with the end of this year we will have paid into the sinking fund for the payment of these bonds the sum of \$60,000.

Respectfully submitted,

A. J. TOWNSON,  
President.

## REPORT OF SUPERINTENDENT.

### *To the Board of Education :*

I have the honor to present this my first and only report as Superintendent of Schools under your control. At the date of my resignation, I shall have been associated with you two years. They have been years of hard work, honest effort, and earnest aspiration. The relations sustained with your honorable body have been most agreeable and profitable to me. My personal and professional relations with the teaching corps have also been wholly pleasant. There has been on the part of all a genuine co-operation and a manifest desire to improve the schools of this city, and to do the best work possible for the children. For all this I am deeply grateful to all concerned, and regret sincerely that what seems to me an imperative call, takes me away from you at the time when the work done is beginning to bear fruit.

February first, 1901, found the schools of Rochester in a somewhat disturbed state. The advent of a new Board of Education the year before; the wonderful energy and intelligence displayed by this Board in removing evil conditions; the long interregnum in the office of superintendent; the retiring of a large number of teachers as unnecessary; the introduction of new work without a full, carefully planned and correlated course of study. all these had greatly disturbed the peace of mind of the teachers; had created uncertainty and alarm amounting almost to panic—conditions absolutely hostile to good work. As the work which the Board had done was inevitable in view of the conditions which they had found upon entering office, this confusion and distrust were also inevitable.

The new Superintendent was looked upon with very doubtful eyes: the teachers questioned among themselves whether or not he was to be King Log or King Stork—a figure-head or a beast of prey. Propitiatory smiles concealed quaking hearts. During the two years that have passed, the Board of Education has steadily gone on its way of reform and improvement. The teachers have gradually subsided into a normal condition, excessive fear has been allayed and I believe that many of them are already taking real joy in their work in school, having some outlook and a tangible hope for the future.

Among the needs that were most manifest to your superintendent were a course of study and suitable material for teaching it. The old course of study had been so far abandoned as to leave nothing definite as a guide to the teachers. The work was very uneven, depending almost entirely upon the judgment of the principals and teachers.

Miss Jones who had done noble, pioneer work as a primary supervisor, had brought some order out of the chaos in the primary schools, but the lack of unity and harmony was most apparent everywhere. There was also a pitiful dearth of aids to the teachers and of working material. Maps, globes, supplementary reading books and the necessary supplies for a school room were lacking. About the only unifying force was the use of the Regents examinations, and it is fair to say that they had doubtless set some kind of a standard albeit a narrow and mechanical one.

It would be unbecoming to state in detail the defects of the work for which this lack of unity and of a general plan were responsible. Suffice it to say that most apparent were the poor reading, the poor arithmetic work, the lack of familiarity with English literature, and the ability to use the English language reasonably well.

The first effort was devoted to preparing a preliminary course of study for the primary grades and to supplying the schools with the necessary equipment. A large supply of supplementary reading matter was purchased and put into the schools, thus making possible improvement in reading. Material for language work and number work was also purchased in considerable quantities. Plans were made for uniting the kindergarten and the primary grades under a single supervision.

Miss Ada Van Stone Harris, an experienced and able supervisor of primary schools and kindergartens, was elected to that position. For the first time the kindergartners really began to feel that they were a co-ordinated part of the educational system and not a separate institution. They began to realize that the work which they had to do was preparatory to the work of the grade teachers.

Since this uniformity in administration was effected the unity of feeling has steadily increased, until now I think it can truly be said that there is no serious lack of harmony between the kindergartners and the primary grade teachers. All realize that they are engaged in the same great work and that in order to accomplish this to the best advantage, all must work together.

Among the devices that Miss Harris has resorted to to secure this desirable end is the occasional bringing together of the kindergartners and primary teachers for social purposes. The first and one of the most interesting of these occasions was just before Christmas last year when the kindergartners and teachers of the first grade gathered around a Christmas tree and had festival exercises suitable for Christmas-tide and suggestive of what they might do for their children. This party was repeated this year, all the primary teachers being invited.



## COURSE OF STUDY.

Perhaps the most trying need of the schools in February, 1901, was that of a consistent and stimulating course of study, and to the preparation of such a course much time and energy were given during the first part of the year.

Before the opening of the schools in the fall, this course had been published and was in the hands of the teachers. It was naturally tentative in character and was far from ideal. In making it, it was found necessary, in as far as possible, to adapt it to the present conditions and to the textbooks in use. It is of little use to put a course of study before teachers unless they are in some degree able to comprehend the principles involved, and to carry it out successfully. The course was perhaps too radical for a body of teachers who had for a long time worked without a consistent course and along lines dictated by the connundrum-making-and-answering policy. Indeed, to make any course which should not appear to our teachers radical was very difficult.

It is not my purpose in this report to state in any detail the course of study. That will naturally be published with the report and will speak for itself. However, a few of the principles which underlie the course of study may be mentioned.

First, it must be harmonious and consistent; that is, it must recognize the relations within each subject treated, the relations of part to part, making natural progressions from easier to more difficult, and from known to unknown. It must also recognize the relations existing among the various subjects treated, such as the relation of history to geography; of mathematics to science; of language to all subjects which furnish thought; in fine, of all subjects to all other subjects so that the body of knowledge presented to children through the course of study shall be, like the body of knowledge presented to all minds in life, a correlated whole rather than a number of apparently distinct entities. This is the first essential of a wise course of study.

The second is, in the treatment of every subject the natural order of the development of children should receive even more careful consideration than the logical development of the subject. Adults in presenting knowledge to children have always been prone to consider chiefly the logical relations of subjects to one another more than the relations of one or all to the receiving minds. This failure to meet the needs of children has been responsible for very much of the difficulty of teaching, and the consequent failure to grasp the subjects taught.

In order to meet the needs of children, it is not infrequently necessary to subvert the logical order. For example, in the study of nature in public schools in its early stages, the error was committed of making it the study of science; that is, of endeavoring to lead children through the mazes of

scientific analysis and nomenclature which is the logical order, rather than arousing interest through the presentation of concrete nature and the study of wholes. The same error has almost always been made in the study of language. Children have been presented to the facts of grammar and of the scientific development of language rather than to the treasures of literature and the natural expression of thought through speech.

A third principle of a good course of study is that it should not be specific, but should be suggestive and stimulating rather, encouraging teachers to follow their own lines of interest and of ability, and expecting of them general results of a satisfactory nature in the development of children rather than the ability of the child to answer a few specified questions. The best results in all human endeavor are secured through the co-operation of many minds working under such direction as to secure harmony, but not hampered by such martinet regulations as to destroy freedom. In the work of education it is particularly important that the minds of all the teachers be stimulated to the highest activity. This can only be done by encouragement and freedom. The highest efficiency is always the result of that education which comes only through free activity. Hence a prescriptive course of study, requiring so many facts to be acquired by the pupil in each month or term, of necessity stands in the way of the best work on the part of either teacher or pupils. The body of facts which may be learned and which may be used for educative purposes is so vast that beyond the simple facts of the mechanic arts, reading, writing, spelling and computing, it really is impossible for anyone to say just what it is important for all to learn.

Indeed, there is no possible universal definite course of study. There are, however, certain important fields of thought which concern all who live in society, and which consequently can be made the basis of all school curricula. They concern in a general way the material, spiritual and social environment of human beings.

The common mechanical arts are means for the expression of thought and for the intercommunication of men. The old course of study stops with these. The newer courses lay no less stress upon these mechanical arts, but insist that they are better taught as fulfilling their functions of furthering thought than when taught unrelated.

Throughout our course of study, the effort is manifest to stimulate thought in children along those lines which most merit and reward thought, and to use the common arts of expression for the conveyance of thought thus stimulated; and in this way through constant use and consequent drill to teach these arts.

This is the reason for giving children, who are learning to read, an abundance of good reading and for laying especial stress upon the subject matter while also properly emphasising the art of reading. It is also the

reason for discarding the familiar problems with which arithmetics have been filled for many, many years; problems which have nothing to do with the earth, the heavens above it or the waters underneath, and whose only excuse is their alleged value in that *bête noir* of teachers, the formal discipline of the alleged faculties. In the place of these our effort has been to draw problems from common life, the simpler and the more practical the better, and at the same time to show that arithmetic has a higher function and as the science of measurement is the key to the physical universe.

Also in language, the stress upon the teaching of formal grammar to young children has been greatly lessened, and instead teachers have been urged to make children acquainted with good literature and to cultivate the art of expression through the habit of expression. The other arts, as writing and drawing, are to be taught according to the same principles. This in brief, has been the aim of the course of study now in use in our schools.

#### SPELLING.

The complaint is now well nigh universal the country over that children coming from the schools to-day do not spell well. There is enough truth in the complaint to justify careful consideration of the subject. Indeed, it has been studied with as great care as any other of the common school studies. Such men as President Stanley Hall, Dr. E. R. Shaw, and Dr. J. M. Rice have devoted months to the consideration of the subject, drawing their data from thousands of children. Perhaps the most general result of these observations and experiments is the conclusion that teaching spelling is a matter of emphasis rather than of method. Spelling in English is so irregular that there are very few general rules helpful to children learning to spell. It is a matter of bare memory, or rather of memory aided by all possible associations, the more the better.

Formerly the spelling book was the most conspicuous school book, and an inordinate amount of time was given to memorizing the spelling of the lists of words in the spelling book. These words were learned without relation to anything, and with none of those helps to memory which association offers. It was, however, possible to commit to memory the spelling book, and the words there given covered the child's vocabulary and more. But the introduction of new subjects such as history, geography, literature, and science into the schools has enormously increased the necessary vocabulary of the children, and in like proportion has increased the difficulty of learning to spell.

The first attempt to meet this new difficulty was by doing away with the spelling book and teaching, instead, words which the children had occasion to use in their natural and proper relations. This was good in so far as it

went, but it did not go far enough. The method almost universally employed was that of writing. The old fashioned oral spelling with its careful syllabication was discarded. The result was that only the eye-minded children became good spellers, and they lacked the reinforcement which comes from pronouncing the word. In order to correct this defect a variety of new exercises have been introduced into our schools, the most important of them being the restoration of oral spelling by syllables. Devices for securing exact visualization of words have been introduced so that the two essentials to good spelling are now at least receiving attention; that is, the work is so conducted that children must look carefully and receive upon the mind an exact image of the work. They also get through the oral spelling the exact sound of the word by syllables. Really this is about all there is to the art of teaching spelling, and as I have said its success depends upon the emphasis placed upon it.

I desire to speak somewhat more in detail of a few subjects because they are fundamental, and because instruction in them most needed reformation. First, reading. Surely ability to read well is fundamental in school education. This needs no argument. Three years ago many of the children in the higher grades of our schools could not read well enough to study intelligently their text books. This was due partly to faulty methods of instruction, partly to lack of sufficient reading matter, and partly to simple neglect. The method of instruction had resulted in ability to call words in so far as memory extended, but not in the power to analyze them into sounds and letters, not to read sentences as wholes. The getting at the thought of the printed page, which only is reading, had not received sufficient attention to enable many of the children to read books upon geography or history either fluently or intelligently. The text books in reading adopted by this board could not at first be used in the grades for which they were intended and in which they were used in other cities. There were no books for the children to read from except the regular reading books which were soon committed to memory, so that they could be read inverted as well as right-side-up.

In grades above the primary in many schools no reading lessons at all were given. Hence of necessity reading was the first point of attack. An effort was made to make reading reading from the very first. That is, the stress was placed upon the sentence, the expression of complete thought. Later this was analyzed into words, and the words into their elementary sounds and letters. At first, as was natural, some mistakes were made. In particular, the analysis into words and sounds was overlooked, with the result that children so taught were unable to read new matter. That, however, has been remedied, and I think it is fair to say that our children in the primary grades are really learning to read.

A large amount of additional or supplementary reading matter for the various grades was purchased, and it was ordered that pupils in all grades should have regular reading lessons. It is too early yet to see marked results, but some improvement is already manifest. The readers in most schools are now used in the grades for which they are intended, and there is every prospect that through the zealous and intelligent work of our teachers with the material now at their disposal the reading in our schools will become as good as the best.

Another fundamental subject is Arithmetic. The past conditions are well exemplified by the fact that at a recent examination of candidates for teachers' positions almost the entire class failed to pass a very ordinary examination in this subject, and they were most of them high school graduates and graduates of state normal schools and training schools stamped all over with Regents certificates.

The first step here was to introduce better text books, which compelled attention to the fundamentals of the subject—namely, drill on the basal operations and cultivation of the ability to reason as to numerical relations and to state the results in mathematical terms. Some of the teachers thought these books too difficult. But at least they compel thought and furnish drill, and if they are faithfully followed as they will be, there will unquestionably be great gain in mathematical power.

#### SHORTENING THE CURRICULUM.

The old course of study called for nine years of work in the grammar schools, above the kindergarten. It was felt by the Board and the Superintendent that this involved an enormous waste of time; that the children who had completed this ten years course were no better prepared, indeed, were not so well prepared to do high school work as children in other cities in which the course covers but seven or eight years above the kindergarten. It was perfectly clear that with improved methods of instruction, with the use of a better course of study, and with more intensive work on the part of children, a higher degree of mental attainment could be secured in eight years than had been obtained in dawdling through nine, hence the new course of study was made to cover a period of eight years, the average time throughout the country for such a course.

The only difficulty with the change will be during the first few years. As the students in the higher grades had not done the intensive work of the new course, in some cases serious mistakes were made by the principals of schools. The children who had completed eight of the years of the old course were rushed ahead into the high school badly equipped. This was an error of judgment probably, and was certainly a misinterpretation of instruction. Those children will, many of them, be of necessity retained longer in the high school.

With this experience in mind, I am quite confident that hereafter the children will not be rushed forward simply for the sake of completing the course in eight years, but we shall have better scholarship and more students going into and through the high school as the result of the change.

#### THE PROMOTION OF CHILDREN.

In a large school system it is necessary of course that the pupils be graded; that is, that those of similar attainments and ability be grouped together for their work. There is great danger, however, that the development of machinery for meeting this necessity shall so absorb the thought of school authorities as to overbalance the consideration of the children's needs. The employment of machines in human affairs always constitute a danger. Our school systems have been too largely mere examining and promoting machines, bringing all to a common level.

As effort is likely to follow the line of least resistance, the simplest and most easily worked method of promoting is pretty sure in time to prevail even though the children suffer. This has certainly happened in New York State as well as in many other states. Examinations have become a fetich. The ability to answer conundrums more or less carefully prepared by local authorities or by constituted centralized authority has been made the sole test of educational progress. Thus children have been put ahead who could answer the set conundrums—those kept back who could not, and this in spite of the fact that the questions covered at best a very narrow portion of a very wide field, and at the worst placed positive limitations upon good teaching.

Under such a system it is inevitable that teachers teach for examinations and children study for examinations. Breadth of work, the stimulating and following out of new interests are practically forbidden since the examinations must be limited to those narrow fields that can be covered by definite categorical questions.

The great fact is overlooked that in the course of education the accumulation of the few facts that can under the most favorable circumstances be learned, is one of the least consequential results. The arousing of interest, the stimulating of desire to know more, which will follow the students through life, the broadening of the outlook, the bringing into proper relations the various things studied, the search for truth for truth's sake, these are all rendered impossible by a cut and dried system of examination for promotions. This is peculiarly true when the examinations are given by people remote from the schools, compelled by circumstances to ask questions very definite and in very small compass. The assumption that all children must know the same facts in order to be educated is of course absurd, and doubtless examinations are of very great value in education, *but that is when they are used as a means and not as an end of*



*education.* It is of the utmost value to a person young or old to be compelled occasionally, nay even frequently, to face his own attainments and his own power, but to have his future depend upon his ability to answer a few questions out of a large field, selected by some one who knows nothing of his conditions, his ambitions or his needs, is to reduce the educational process to an absurdity which becomes more absurd and more serious when the questions are themselves poor and tending toward low standards.

When, as the result of the method of testing and promoting children, the subjects which naturally are of the broadest interest, such for example, as history, are the most disliked by the children, the system stands self condemned without the slightest hope of rehabilitation.

This was the condition which I found in the schools of Rochester regarding the subjects which are broadest and of most universal interest. I also found teachers generally in the higher grammar grades, giving their entire attention for weeks toward the end of each term to drilling upon old examination questions, asking connundrum after connundrum unrelated and unimportant, with the hope that by drilling upon a great many such connundrums a few might be hit upon which the examiners would ask next time. In my judgment this sort of work is scarcely educational at all, and it simply intensified the condemnation of a system already condemned for ample reason.

It became necessary to devise some plan which should introduce interest in the place of dislike—life in the place of death. It was not difficult to find such a system because such systems are in vogue throughout the greater part of the Union. It must be evident to all that the question to be asked in determining the grade of a child is, what is his condition and need and where can he do the work that is best for him. Not how many questions can he answer that somebody else may ask, but where will he do the best work? Now this is a matter of judgment. No formal system that man can devise will determine it with even reasonable accuracy.

The best judge in the vast majority of cases is undoubtedly the teacher, who is instructing the child, but teachers' judgments are fallible naturally, and it is well to reinforce and supplement them by any reasonable devices. Among such devices are records of the work of children taken from time to time, examinations given at frequent intervals, both upon questions prepared by the teacher, who is immediately responsible, and upon those prepared by others who have a wider outlook, but no one of these is sufficient alone nor may they all together be substituted for the teachers' judgment.

The plan which we have adopted is this: At the end of each week the teacher is to make a record of all the work of the students in the different fields in plain, clearly understood terms. The records are kept also of all tests or examinations. At the end of each month a summary is prepared, not an average, of the work of the month and sent to the parents for their

information. Tests are given as frequently as once a month, sometimes oftener, and it is a part of the plan to have regular examinations at least twice a year upon questions prepared by principals, superintendent or others not engaged directly in teaching the children. In some cases the regents examinations will be given. These are not the final nor the only, nor the principal means of determining the wisdom of promoting the children, but they are guides to the teacher as to the character of the work that has been or should have been done, and they help her in making up her mind as to the wisdom or unwisdom of promoting children. When the time for regular promotion arrives, the teacher, with the principal reviews these records and from them, together with their knowledge of the children personally, their home environment, their characters, the decision is reached. Each case is considered by itself without reference to others.

Promotions however, are not limited to these regular times. Whenever in the judgment of the teacher and principal, a pupil will do better work in another grade, higher or lower, the pupil will be put there. Semi-annual promotions, providing classes only a half year apart make these individual promotions easy and thus provide for exceptional cases.

I have written upon this subject thus at length because many have expressed surprise, and some disapproval at the action of the Board and its Superintendent in limiting the influence of the so-called Regents examinations in determining promotion and graduation. I have not referred to many of the strongest arguments against this undue prominence of a system of extraneous examinations, such as the effect upon the health of nervous children of placing their fate for a year at least upon a single cast of the dice. This of course refers to the large element of chance entering into all examinations; nor have I referred to the bad moral effect of placing undue stress upon a very insignificant and wholly secondary interest, and the exceedingly strong temptation to dishonesty and the tremendous moral shock to children who see their inferiors by improper methods advanced above them. I have said nothing about the great loss the teacher sustains in losing his freedom, in the narrowing of his work, in his being compelled to treat the accumulation of a few facts as the sole end of the work of children during their best years and to ignore the great modern dictum of education: "Education is life."

I might also speak of the unfortunate effect upon this great institution, the University of the State of New York of giving such prominence to one of its functions, of all the least important and even of questionable value. The University of the State of New York is a great institution endowed with enormous power; it is directed by men of the highest ability as well as of a broad public spirit, but through what I cannot conceive to be other than a mistaken view, it has placed so much stress upon the question-asking function that the vast majority of people regard that as its only work.



In my judgment if this office should be reduced to its proper minimum and the greater functions brought into prominence, both the schools of the state and the University itself would be vastly the gainers ; the former in the regaining of freedom through the removing of what is of necessity a hindrance, and the latter in dignity and general respect through the bringing forward and emphasising of its higher functions instead of the lower.

I believe that the steps taken in the schools of this city will be followed and that in time the Regents of the University themselves will be glad of it. Hence for all reasons the Regents owe it to themselves to put this examination business upon its proper basis where it may be merely a stimulus to good work and a check to bad work, and to see to it that freedom is restored to the teachers of the state.

It is proper to state that we shall continue to give regents examinations to all who desire them, but shall not make them compulsory nor base the work of our schools upon them.

The teachers have been using the course of study and have had outlines since September, 1901. The broad lines laid out have stimulated thought and effort on the part of the teachers. They have been encouraged to do their own thinking and they have done it. I believe that it can be honestly said that our teachers are more thoroughly alive intellectually than they were before. They are interested in the various fields of human learning because the course of study takes them out into these. They are also interested in the profound problems of the development of mind and of the training for society which are involved in the study of education. The effect of this widening interest is bound to be felt by children in the future.

#### EVENING SCHOOLS.

The evening school has come to be regarded as a necessity in industrial communities where boys and girls leave schools to enter factories and shops as early as the law allows. It is universally admitted that opportunity should be given such to continue their schooling if they themselves have the necessary ambition. Also under our very loose immigration laws large numbers of illiterate foreigners are continually coming into our large cities. Some of these early receive an ambition to learn to read and to write the English language. For these an evening school is a necessity. Still, other adult foreigners not illiterate in their own language are anxious to acquire as rapidly as possible a thorough working knowledge of English.

The night school idea is not new to Rochester, but some new features have been introduced within the last two years. We have come to realize that the public school has social functions of a high order, that it may be made to serve the interests of the public in many more ways than the simple giving instruction in the elementary branches—that the school property

immensely valuable as it is, has had altogether too little use. There is every reason why it should be used during as many more hours of the year as it can be profitably for the social and intellectual uplifting of the community.

Last year we had three evening schools. They were all good and well attended. Two of them were conducted upon the usual lines and met the needs of their communities well. The third one, held in No. 26 school, was conducted on wholly different lines. The principal, Col. S. P. Moulthrop, had a deep sense of the obligation of his school to its constituency, and entertained the belief that by making it attractive in the evening he could influence for good large numbers of the youth living thereabouts. He received permission to go ahead and do his best. As a result there was conducted under the roof of No. 26 school a most interesting institution. Eight hundred and sixty persons of all ages were enrolled in the various classes. These classes were organized in a great variety of subjects to meet the wishes of the people. There were classes in the ordinary English branches, in mechanical drawing, shop work, sewing, cooking, singing, and a most interesting class in practical electricity conducted by Mr. John Dennis.

Besides this, a library was opened in one of the rooms from which during the season 1,950 books were drawn. The social features of the school were most pronounced. Large numbers of the parents of the young people visited the school. Many came and spent the evening. The street corners were cleared. The police reported that more had been done to take boys and girls off the street by this school than by all their efforts. It was truly a social center.

The success of No. 26 school last year was so marked that we determined this year to apply the same principles to the other evening schools. Consequently Nos. 4 and 5 were supplied with manual training equipment, and classes were offered in all the various attractive subjects. The results have been most satisfactory. No. 26 has already enrolled 1,027; No. 5 is a good second with 846; No. 4, which is a new evening school, is doing well.

The domestic science subjects—sewing and cooking, are in great demand, as is manual training.

I cannot but feel that our evening schools are helping solve some of the difficult social problems that confront us.

Another new feature with us this year has been the evening high school. We believed, and still believe that the additional opportunities for self improvement offered in evening schools should be offered to those more ambitious young people who want to pursue higher courses, and owing to stress of circumstances have not been able to do so. All of the arguments which are used in favor of public day high schools apply with increased

force to evening high schools. Pupils attending day high school sometimes go under compulsion. There is a possibility of dillittanteism and of the work of the school being secondary to its play. In the evening high school no such conditions are possible. The young people who go there are serious-minded, truly ambitious, and go for a purpose. The facilities offered are appreciated to a degree impossible in the day high schools. The young people who attend the evening high school represent the best in American life; that is, worthy ambition and the energy and industry necessary to its pursuit in the face of difficulties. It is ground for genuine congratulations that so many young people in this city are attending the evening high school. I have no doubt that in the future the number will be greatly increased. While I do not regard the evening school problem as by any means settled, I do think that our experiments have contributed something toward its settlement, and that we are working along the right lines.

#### HIGH SCHOOL.

The High School is in a most flourishing and promising condition — Under the able management of principal Wilcox, it is emerging from its ~~slough~~ slough of despond, and beginning to do work worthy its name and its cost — There has been during the past two years a steady improvement in the ~~teaching~~ teaching corps. Young, strong teachers especially equipped by broad. general and specific training for their work have been added to the corps. The result is already evident in the quality of the work done and in the increased popularity of the school.

No department has shown greater gain than that of English, and none is more important. Freedom from narrow extraneous examinations has made it possible for the teachers to pursue the two ends important in the study of English—acquaintance with literature involving study both of thought and of style, and facility of expression. In this department, perhaps more than in any other, the characteristics of a good education, as stated by President Elliott, should be manifested, the power to observe accurately, to reason justly, and to express cogently. This ideal bids fair to be realized. There is not time to speak in detail of the various departments. That is done in the Principal's report hereto appended.

The opening of the new east High School will finally give to at least a large portion of the High School students of this city a suitable place for work. This building is a joy to the eye and a delight to the teacher, a credit to the Board of Education and its architect, and an honor to the city.

For the present it will be necessary to keep some of the students in the old building, and some in old No. 11 school used as an annex, but when the plans of the Board of Education already formed are fully carried out.

every High School pupil in the city of Rochester will be provided for in as good buildings as can be found in the country.

#### TRUANT SCHOOL.

Almost the only department of school work that has not felt the touch of reform is its one reformatory institution, the Truant School, and nothing in our system needs reform more. In its present state it is unworthy of an enlightened community. The building is bare, barren, and altogether unlovely. The life within it is in full accord with its external character. The only thing that can be said in its favor is that the children are comfortably housed, well fed, kept clean, and in general kindly treated, but that it is in any true sense a genuine reformatory institution, a place where boys who are beginning a downward road can be sent with the hope that they will be surrounded with the best influences day and night, given through their occupation and environment new ideals and interest in education and an impulse toward better living, no one would be rash enough to assert.

The Truant School needs making over from top to bottom. It should be removed from the city to the country, and located on a farm where the boys might have an abundance of out-door employment. It should be placed in the hands of experts who have made the reformation of youth an especial study, and who sympathetically but strongly will undertake the moral elevation of the boys in their care. I urgently recommend that the property now occupied by this school be sold, and with the money thus secured a farm be bought convenient to the city; that the method of conducting the institution be so completely changed as to bring it into accord with the best known principles of reformatory schools.

I do not wish to be understood as criticising the principal and his assistants now in charge. They are earnest and most conscientious in the performance of their duties, and do the best possible under the circumstances. I desire to commend their zeal, but the circumstances are bad.

#### THE TRAINING OF TEACHERS.

No subjects are of more general interest and anxiety to school superintendents than these two—How to secure a proper supply of well-trained and fully-equipped teachers, and how to train teachers already in the corps. The natural and common solution of the first problem is the establishment of a sufficient number of schools for the training of teachers. In this respect New York State is very fortunate in that it has a number of Normal Schools of the State at large, and also a large number of training classes and training schools whose chief function is to supply local needs. For the city of Rochester, undertaking, as it is doing, many and new things, and for that reason needing teachers specially trained to do these things, the

local teachers training school is even more important than the State Normal Schools.

Before this Board took office the training class had been made into a training school and the course somewhat lengthened, it being all under the able direction of Principal Searing. The steps in advance which we made were lengthening the course to two years; greatly increasing the opportunities for practice under proper supervision on the part of the pupil teachers, and furnishing all the facilities for instruction which could be furnished by any Normal School, and also making provision for the special needs of the city of Rochester.

In these respects I believe that we were eminently successful. Young teachers now graduated from our two-year course are superior in fitness for our purposes to those who come from any other sources. It is greatly to be regretted that they cannot be put into the schools as fast as they are graduated.

The conditions prevailing here are peculiar and will only be removed by time. When it became evident that many more teachers were employed in the schools than were needed, naturally many were dismissed. Some of these were good teachers and they have been waiting for opportunities to return to service. The further reduction of the corps has rendered the employment of many new teachers impossible, hence the fresh, young blood needed in all institutions, but in none more than in the schools, has been kept out of our schools and has been driven to other places.

Meanwhile the cost of the schools for teachers' salaries has greatly increased without any increase in the salary schedule; the older teachers who have been advancing toward the maximum have supplied the needs of the city so that we have at the present time almost no teachers at the minimum and very few at the intermediate stages.

We have practically now reached the end of this difficulty. The old list of teachers has been almost entirely disposed of, the good teachers having been placed, the others having sought employment elsewhere.

From the present time vacancies can be filled by the employment of freshly-trained teachers, and I am sure that this will mean not only financial relief but improvement in work.

Even a more difficult problem than the preliminary training of would-be teachers is the supplementary and continued training of the teachers already employed. This is particularly important and particularly difficult if the teachers are many of them old teachers who began the work in the first instance with no professional training, or with very little. Such teachers are to be found in all grades, many of them honest and earnest, with a deal of practical sense and skill in the school room, but without any scientific knowledge of educational principles. There is another class, especially in those school systems that have been dominated by political

influences, who, while reasonably honest and earnest, are lacking in general culture and intelligence as well as professional training, and who can become reasonably good teachers only after a very careful and thorough process of tutelage, which is particularly difficult late in life.

The needs of supplementary training, however, are not limited to these two classes of teachers whose early training was deficient. All teachers, even though thoroughly competent and graduated from the best schools and colleges, need constant instruction and inspiration in order that they may be kept alert and abreast of the times. This need is universally recognized. Nearly all States contribute from the State treasury for the maintenance of institutes, summer schools, and classes of various sorts for the help and stimulation of teachers already at work. The most common method of giving such instruction is through institutes of from one to five days in length, in which the teachers gather and listen to a number of addresses on educational subjects. This is frequently supplemented in city school systems by meetings of teachers by grades or otherwise out of school hours.

Last year we determined to make trial of a different plan with the hope that it would prove better than either of the others or a combination of them. We have not been disappointed in the results. The method is this. We have had institutes of teachers by grades as often as possible during the year. For example, on Friday of one week the first grade rooms of the city are all dismissed and the teachers are assembled at the Normal School building for instruction. On the next Friday the same is done for the second grades and so on, a grade at a time, until all have received this instruction. This is repeated four or five times through the school year, so that the teachers get practically a week of institute, but not all at once. During each of these days the work of the grade is carefully studied by the teachers with the superintendent and the supervisors. Usually we divide the day into four periods, each one being assigned to a particular subject, as, for example, language, under the superintendent; drawing, under the supervisor of drawing; music, under the supervisor of music; and arithmetic, under the primary supervisor. The subjects are varied from institute to institute.

In this way the teachers receive definite instruction in the work of their own grades. Sometimes illustrative lessons with children are given before the institute; sometimes a period is given up to the consideration of a question-box, the teachers presenting questions upon any subjects that trouble them. It is perfectly evident that after every institute the teachers go back to their work stronger. The work has been definite, to the point, and given by those directly concerned and not by strangers with new theories. I can recommend this plan to any school authorities as giving more help to the teachers than any other method with which I am familiar.



The instruction which comes from addresses by strangers of note is secured by means of courses of lectures furnished to the teachers through the liberality of the Board of Education. Last year we had Dr. Edward R. Shaw, President G. Stanley Hall, President C. F. Thwing, and E. Howard Griggs. This year thus far we have had another inspiring lecture by E. H. Griggs, and one on music by W. L. Tomlins. President Butler of Columbia College, and other noted speakers will be heard later.

#### TEACHERS' LIBRARIES.

Still another help furnished by the Board to the teachers who are desirous of improving themselves is the teachers' library. A considerable number of purely professional works on education have been purchased each year and been placed in the different schools, where they are accessible to the teachers.

One of the great needs of this city is a free public library. There is under the control of the Board of Education and supported out of school funds, a part of them derived from local taxation and a part derived from State appropriation, a Central Library. Unquestionably the only legal use to which the funds, both local and State, may properly be applied is educational. This library is intended to be of benefit to the schools, their teachers and children. It is not intended to be used as a general circulating library. Indeed, the use of the State funds for such a purpose is distinctly forbidden by law, and I am quite satisfied that the use of the local funds is by implication equally improper. We need all the money appropriated by the Board of Education for library purposes and all that received from the State, to properly supply our schools with educational literature. The public should not look to the School Board for its general reading. Possibly if the law were to be strictly interpreted and the Central Library be used for a school library, public sentiment would be sufficiently aroused by the lack of any general circulating medium to secure a free public library. Rochester is one of the few cities of considerable size in the country without a public library. I urgently recommend that hereafter all the funds appropriated to library purposes for and by the School Board be expended in the interest of the schools, and that consequently the purchasing of current novels and other books not of value in the schools be discontinued.

#### SALARIES.

The amount of money expended annually for teachers' salaries, if the teaching corps were in normal condition, with the ordinary number of young teachers coming in each year at the minimum, would pay for a considerable advance in schedule, nearly if not quite all that is asked for by the teachers. With the end of the old waiting list and the introduction of the young teachers, begins the removing of this handicap. Naturally,

within a short time, the Board will be able to pay larger salaries without greatly increasing the total amount spent upon salaries.

I wish to urge with all the force that I can that it is imperative that teachers' salaries be advanced at the earliest possible moment. The one most important thing in a successful school system is the right *esprit du corps* among the teachers. It is worth more than buildings; more than good supervision; more than anything else. It will be difficult to retain the fine spirit already manifest among our teachers unless their demands for increased salaries are met early.

The cost of living has advanced in almost every respect. Nearly all classes of labor, unskilled and skilled, are receiving higher wages than five years ago. Teachers in other places have had their salaries advanced. Our teachers have not. Moreover, we are requiring of them very much more work than they were ever required to do before. We are demanding higher skill and better equipment. We expect teachers to dress well; to appear well; to keep abreast of the times by means of study; to continually improve their culture by travel; by attending lectures and summer schools; by those many means that are available, all of which costs money. I speak thus earnestly while I know that your honorable body are in favor of advanced salaries, in order that, if possible, it may be brought about sooner than it otherwise would be even if some material improvements are postponed.

I know that in what I say that I am merely voicing your sentiments as well as my own, and I do it partly in order that the teachers and the public may know that the Board of Education intends to advance salaries to a proper figure as soon as possible.

#### SEWING.

It was felt that one of the functions of a public school is to properly equip the girls as well as the boys with that knowledge which is found to be useful in after life. Nothing is more important for the average girl than acquaintance with those arts which are essential in a home.

The two most conspicuous of these are sewing and cooking. The girls in the highest grammar grades were already, through the generosity of one of our citizens, Captain Henry Lomb, given instruction in cooking. Sewing was introduced into the grammar grades.

Miss Emma E. Wallace, a teacher in our own schools, who had given much attention to the subject, was placed in charge as supervisor. Weekly lessons were given the girls of the 6th, 7th, and 8th grades. The course, as will be seen from the accompanying course of study, was not only general in character, but aimed to make it possible for girls to do household sewing as well.



The attempts at the union of this department with that of Manual Training have already been spoken of. It is hoped that in the future the work will be even more practical in character than it is at present.

### MUSIC.

It is almost incredible that the introduction of music into the schools of Rochester should have been so long delayed. No single art affords such universal pleasure or is so generally appreciated as music. It is but a platitude to say that its influence is most civilizing, and is almost an imperative necessity among a self-governing people.

Early in the year 1901 your honorable body determined to introduce music into the schools of Rochester. The question of a music system at once came up for consideration. It was found that most of the systems in use are ultra-mechanical, attaching more importance to the technic of music than to the cultivation of the love of good music and of the power to enjoy music.

While both are important, the former belongs more especially to the special school for the training of musicians. The latter is the need of people generally, hence a system was selected in which the song element is predominant, the Modern Music System, and I feel that we have made no mistake.

Our first supervisor was Miss Marie R. Hofer, a woman of strong personality and marked ability in certain lines. She remained with us a year creating much interest in her subject. Her successor was Miss Rizpah R. de Laittre, the present supervisor, who brought to us beside a thorough acquaintance with the subject, a charming personality and power to help and inspire the teachers. The work is going well and needs simply encouragement and continued support.

### DRAWING.

Drawing had already been introduced into the schools before 1902, with Miss Helen E. Lucas, formerly a teacher in one of our schools as supervisor. The work has progressed steadily under her helpful supervision.

The special effort in teaching drawing is to make it a means of introducing the student to art, both practical and decorative, and to give him another vehicle of expression.

The method of teaching drawing within recent years has been practically revolutionized. Instead of the formal study of lines and angles at first prevailing, has come free expression, following observation and the use of those media best adapted to children. As children see mass before they see outline, mass is first represented. But the pencil cannot well show

mass, hence, in the lowest grades, the brush used with ink and paints largely supplants the pencil.

The work in drawing, especially in the department of design, is being more and more closely allied with the departments of manual training and sewing. I believe that our work is along wise lines, and that what is needed is simply continued effort.

### MANUAL TRAINING.

Certain new subjects have been introduced which do not need justification before the public of Rochester. One of them is manual training. The aid which education receives through the employment of the hands and brains co-operatively in creative work is so universally admitted by thoughtful people that I shall not even attempt to discuss it here. The willfully ignorant will not learn; the woefully ignorant cannot. But in an industrial city like Rochester there certainly can be no question as to the wisdom or necessity of introducing into the curricula of the public schools lines of thought and of work which tend to produce comprehension of the ends and means of industrial activity and the kind of elementary skill which will both encourage and make it possible for the youth of the city to enter these local and profitable fields of industry.

We have had manual training in our schools since September, 1901. It was introduced into five grades; the seventh, eighth, and ninth doing bench work, and the fifth and sixth work at their desks with an especially prepared equipment. With the latter equipment all of the schools were provided. For the bench work five centers were established, as conveniently located as possible, to which the boys of the higher grammar grades of all the schools were sent, once a week, for a lesson.

At the outset we were exceedingly fortunate in securing for supervisor Mr. W. W. Murray, the director of this department at the Mechanic's Institute. Mr. Murray's heart is in the public school work and his long experience and varied training have especially qualified him for the development of this department. It is largely through his initiative and guidance that we have kept away from the formal exercise method of manual training and have taken to the making of things interesting and useful to children, in particular the making of apparatus to be used by the children themselves and by the other grades of the various schools in school work.

A special corps of teachers was appointed to work under Mr. Murray's direction and give the instruction both at the benches and at the desks. Great enthusiasm was manifested by the boys of this city generally, the complaints and requests for excuses from manual training being very few indeed. The teachers were selected from our own corps. In this we were

very fortunate, as many of our best teachers had taken manual training courses under Mr. Murray at the Mechanics Institute, and were fully qualified to give instruction in this subject. In this way the work continued through the school year 1901 and 1902.

At the beginning of the present school year certain improvements and additions were made to the course. Last year both boys and girls in the fifth grade did the tool work at their desks. This year a course was provided for the sixth grade pupils for the boys and girls together, combining the work of the sewing and manual training departments. Naturally the sewing work here had to be different from the general work in sewing and the tool work was also somewhat modified.

The scheme in so far as it combines the two departments naturally includes chiefly the designing and making of artistic objects largely for household decoration. Thus far the work has proven exceedingly interesting and valuable. The interest has been increased and the value as well by the co-operation of the department of drawing, securing artistic form and coloring for objects made and making natural application of the principles of art, thus bringing into prominence the practical character of that department and increasing its educational value.

The difficulties attending sending pupils from one school to another for their manual training exercises are readily apparent. It is certainly better to have shops in all the schools if possible. Six more have already been added to the number of those established at the beginning. All of the newer buildings are provided with manual training rooms, and it is to be hoped that before long every grammar school in Rochester will be provided in this respect.

#### SCHOOL BUILDINGS.

Rochester is being rapidly supplied with as good school buildings as can be built. The conditions that prevailed when this Board of Education came into office were appalling. By means of remarkable financing and the display of great executive ability the worst of these have been removed and plans are now under way for the further improvement and perfecting of the buildings.

The two buildings erected this year Numbers 7 and 23 are models. Detailed reports relating to construction will doubtless be given by the President of the Board in his annual report, hence I shall say no more upon the subject.

#### SUMMARY.

The following is a brief summary of some of the things accomplished by the present Board of Education: The erection of a new high school building and four new grammar school buildings, additions and improvements to many more; the adoption of a new course of study complete

throughout; the development of a modern, fully-equipped Normal School for the training of teachers; the introduction of manual training in all grades of the grammar schools; the introduction of sewing into the higher grammar grades; the introduction of music into all the grades of all the schools; the introduction of kindergartens into those numerous schools not before supplied; the training of teachers already in the corps; the reduction of the corps of teachers to a proper figure with the elimination of the undesirable; supplying the schools with a suitable amount of supplementary reading matter and other material necessary for accomplishing the best work; furnishing teachers' libraries in all the schools; shortening the course of study from nine years to eight, and in general quickening a fine *esprit du corps* and professional enthusiasm among the teachers.

I wish to add a brief tribute to the conscientious and earnest efforts of the teaching corps of the city. With but a few exceptions they have taken the burden of the new work without complaining and in many cases with genuine eagerness. I do not see how such a spirit properly guided can fail to make good schools. I have faith in the great teaching body of the city and commend them to the generous consideration of the Board of Education.

In conclusion I beg to assure this Board of Education as a body and individually of my high esteem and warm regard. I have worked during the last quarter century with many Boards of Education, a few of them good, never however with one on the whole so high in aim, so unswerving in purpose and so vigorous and intelligent in execution as this. To work with you has been a joy. I feel that we have shared the labor and also the blame and the credit of our work for the schools. I regret exceedingly that it seems on the whole best for me to accept an offer of work in another field and to retire from my present position, but I leave, feeling that the schools of Rochester will not suffer, since this Board is still in the saddle, since there is an intelligent and earnest body of teachers, and since you have been wise enough and fortunate enough to secure the services as superintendent of one of the ablest school men in the United States.

Respectfully submitted.

C. B. GILBERT,  
*Superintendent of Schools.*

ROCHESTER, N. Y., Jan. 5, 1903.

Appended are the reports of the various supervisors and of the Principals of the High School and the Normal School.

## ROCHESTER HIGH SCHOOL.

ALBERT H. WILCOX, Principal.

*Rochester, N. Y., January 5, 1903.*

*Mr. Charles B. Gilbert,  
Superintendent of Schools,*

Dear Sir:—

In making my first official report as principal of the high school I wish to acknowledge the courtesy extended to me by my predecessor. At the time of the change in the executive control Mr. Allen took particular pains to make the details of the work familiar and many times since then I have had the benefit of his experience and advice.

Two years ago after a conference with Principal Searing of the Normal Training School it seemed best to drop the so-called Teacher's Training Course. Under this course candidates for any normal school were compelled to choose their course at the time of entrance to the high school. Frequently pupils who chose this course changed their plans and decided not to go to a normal school and some pupils in other courses wished to be prepared for such a school. We have tried to meet this difficulty by so arranging the required and elective subjects in all courses that a pupil on completing any course may be prepared for the normal schools. This arrangement enables the pupils to defer a positive decision until later in their course, when the choice can be made more intelligently.

One year ago in response to repeated requests from parents and pupils a new course was outlined called the Latin-German course, similar to the classical course, but substituting three years of German for three of Greek. At the same time it seemed best to give four years of German in the German-Scientific course in place of one year of Latin and three of German.

As the work of the school is organized at the present time, all pupils who wish to pursue a regular course study Algebra, English, English History, Physiology, and Botany during the first year. They also choose a foreign language, either Latin or German, which is continued for the entire course. At the beginning of the second year pupils who have had one year of Latin choose their course for the remaining three years. This choice lies between the classical with three years of Greek, the Latin-German with three years of German, or the Latin-Scientific with three years of sciences, Zoölogy, Chemistry and Physics. In the third year

there is a choice between a modern language and history. In the fourth year the field of electives is broader and a pupil may choose his elective from five or six different subjects.

The total registration for the current year is 1390. These pupils are classified as follows :

First year . . . . .	637
Second year . . . . .	379
Third year . . . . .	196
Fourth year . . . . .	134
Unclassified . . . . .	44
	<hr/>
	1390

All pupils are required to pursue the same work in English, Algebra and Geometry, unless a good reason can be given for an exception. All pupils also are required to study the history and science work of the first year, Where a choice is allowed, the following figures will be of interest. Number of pupils pursuing important electives :

#### Foreign languages

Greek . . . . .	155
Latin . . . . .	1032
German . . . . .	518
French . . . . .	59

#### Sciences

Zoölogy . . . . .	131
Chemistry . . . . .	98
Physics . . . . .	39
Greek and Roman history . . . . .	131

The work of the last two years has been greatly hindered by the crowded condition of the present building, entailing a number of evils which are too well known to need extended mention here. I wish to speak of the double session which brings one-half of the pupils and teachers here in the morning and an entirely new set in the afternoon. This arrangement reduces to a minimum the time spent in school by both teacher and pupil; it removes almost entirely any opportunity for helpful individual contact between pupil and teacher; and finally it introduces an element of hurry into school life which is detrimental to the best work. Not the least of the advantages which will come with increased accommodations will be a single session where time can be given for the school to meet as a whole and also for both pupils and teachers to have an opportunity to meet outside the class-room.

The work of the school needs to be broadened along the lines of history, drawing, music, public speaking and manual training. The last two years have been largely a time of waiting for an opportunity to give to the pupils of the school the benefit of instruction in the subjects mentioned. In closing I wish to mention the cheerful spirit with which teachers and pupils have combined to make the most of the facilities offered to them here.

Respectfully yours,

ALBERT H. WILCOX.

# ROCHESTER HIGH SCHOOL.

## COURSES OF STUDY OUTLINED.

CLASSICAL.	LATIN—GERMAN.	LATIN—SCIENTIFIC.	GERMAN—SCIENTIFIC.
Latin .....5	Latin .....5	Latin .....5	German .....5
Algebra .....5	Algebra .....5	Algebra .....5	Algebra .....5
English .....5	English .....5	English .....5	English .....5
Physiology } 1st sem.....5	Physiology } 1st sem.....5	English History, 1st sem...5	English History, 1st sem...5
and Botany } 2d sem.....5	and Botany } 2d sem.....5	Physiology } 2d sem.....5	Physiology } 2d sem.....5
English History, 2d sem....5	English History, 2d sem....5	and Botany } 2d sem.....5	and Botany } 2d sem.....5
Elem. Drawing, 2d sem ....5	Elem. Drawing, 2d sem ....5	Elem. Drawing, 1st sem....5	Elem. Drawing, 1st sem....5
Greek .....5	German .....5	Zoölogy .....4	Zoölogy .....4
Cæsar .....5	Cæsar .....5	Cæsar .....5	German .....5
Geometry .....5	Geometry .....5	Geometry .....5	Geometry .....5
English .....4	English .....4	English .....4	English .....4
Adv. Drawing .....3	Adv. Drawing .....3	Adv. Drawing .....3	Adv. Drawing .....3
Greek .....5	German .....5	Chemistry .....5	Chemistry .....5
Cicero .....5	Cicero .....5	Cicero .....5	German .....5
English .....4	English .....4	English .....4	English .....4
Ancient and } 1st sem. } Elocution.....2	Ancient and } 1st sem. } Elocution.....2	Ancient and } 1st sem. } Elocution.....2	Ancient and } 1st sem. } Elocution.....2
Greek History } 2d sem. } 5	Greek History } 2d sem. } 5	Ancient and } 1st sem. } 5	Greek History } 1st sem. } 5
Roman " } 2d sem. } 2	Roman " } 2d sem. } 2	Greek History } 1st sem. } 5	Roman " } 2d sem. } 5
Elocution.....2	or French.....5	Roman " } 2d sem.. } 5	or French.....5
	French.....5	or German .....5	
Greek .....5	German .....5	Physics.....5	Physics .....5
Virgil .....5	Virgil.....5	Virgil .....5	German .....5
English.....4	English.....4	English.....5	English .....4
And one of the following :	And one of the following :	And one of the following :	And one of the following :
Algebra, review, 1st sem.. } 5	Algebra, review, 1st sem.. } 5	Algebra, review, 1st sem.. } 5	Algebra, review, 1st sem.. } 5
Geometry, " 2d sem.. } 5	Geometry, " 2d sem.. } 5	Geometry, " 2d sem.. } 5	Geometry, " 2d sem.. } 5
Advanced Mathematics.....5	Advanced Mathematics.....5	Advanced Mathematics.....5	Advanced Mathematics.....5
Physics (see note).....5	Physics (see note).....5	French.....5	French.....5
French.....5	French.....5	German .....5	Economics, 1st sem .....5
German .....5	Arith. review, 1st sem..... } 5	Economics, 1st sem..... } 5	Civics, 2d sem..... } 5
	Vocal Music, 2d sem..... } 5	Civics, 2d sem..... } 5	Arith. review, 1st sem..... } 5
Arith. review, 1st sem..... } 5		Arith. review, 1st sem..... } 5	Vocal Music, 2d sem..... } 5
Vocal Music, 2d sem..... } 5		Vocal Music, 2d sem..... } 5	

**REQUIREMENTS FOR ADMISSION.**—Graduates of Grammar schools in the city of Rochester are admitted without examination on the recommendation of the Grammar School Principal. All other pupils must pass an entrance examination or present a Regents' Preliminary Certificate and a pass-card in elementary U. S. History.

The tuition for non-residents is \$20 per semester (\$40 per year), payable October 1 and March 1.

Pupils who intend to enter college, a normal school, or the Normal Training School, should consult the Principal as to their course of study.

**REQUIREMENT FOR GRADUATION.**—The satisfactory completion of one of the above courses of study.



## ROCHESTER NORMAL TRAINING SCHOOL.

*Superintendent Charles B. Gilbert:*

DEAR SIR:—

In submitting to you a report on the Normal and Training School for the past two years, I desire to call attention to a few facts in its brief history.

The school was organized in September, 1898, under the name of the Rochester Training School, for the professional training of teachers in accordance with Chapter 1031 of the Laws of 1895, which says:

“The Board of Education of the public school authorities of any city employing a superintendent of schools, may establish, maintain, direct and control one or more schools for the professional instruction and training of teachers in the principles of education and in the method of instruction for not less than thirty-eight weeks in each school year.”

The course of study as planned at that time covered a period of one year. Only one instructor was employed to give the instruction in the twelve subjects prescribed in the minimum course of study outlined by the State Department of Public Instruction. There was no provision made for practice teaching for the reason that the students needed all of their time for the theory work in preparation for their final examinations. During the winter of 1898 and '99, an instructor in drawing was provided and under these very unsatisfactory conditions the first class, forty-four in number, were graduated in June, 1899.

At the close of the first year the Board of Education was prevailed upon to make certain changes of which the first year's experience had demonstrated the need. The course was extended to one and a half years, a department for the training of Kindergarten teachers was added, a special instructor in Nature Study, and in Methods in Geography, Physiology and Hygiene, was employed, thus greatly strengthening the character of the work over that of the preceding year. An effort was made to have a certain amount of practice teaching by the pupil teachers, but the results were meager for two reasons,—there was not sufficient time and there were no professionally trained Critic teachers to guide and direct the pupil teacher intelligently in her work. Notwithstanding these needs we graduated a class of thirty-four young ladies in January, 1901, nearly all of whom have developed by experience, into strong and successful grade and kindergarten teachers.

It was not, however, until the present administration came into control of the schools that the needs of the Training School were recognized and its important relation to the city school system fully appreciated. The Board of Education realized the importance of affording the young women of this city an opportunity for the best professional training as teachers and also the fact that the Training School must stand for the highest ideals in education if its graduates are to go into the city schools and accomplish all that is expected of them. Accordingly under your direction and with the hearty co-operation of the Board, the school was entirely reorganized under the name of the Rochester Normal Training School, and the course of study was extended to cover a period of two years. A Practice Department was created and four strong professionally trained Critic teachers placed in charge. A department of Physical Training was also established with an exceptionally strong instructor in charge. In addition to the minimum course of study as prescribed by the State, our students are afforded the exceptional advantages of a complete course in Manual Training, Sociology, Vocal Music and in the Interpretation of Art and Literature. The present plan, adopted at your suggestion, of requiring all students to have a knowledge of Kindergarten Theory and Primary Methods as the result of one semester's work, is proving one of the strongest features in our course of study. The present requirement, that all members of the graduating class must teach at least twenty weeks during their Senior Year, in my opinion is the strongest feature of our work, and its value has been fully demonstrated in the exceptionally strong class of twenty-three graduates who went out last June, several of whom are teaching, successfully, classes where teachers of experience have failed. The faculty of the Normal School is determined that no student teacher shall be allowed to graduate who has not attained a reasonable degree of success in her practice teaching. That we are sincere in this determination was evinced by our refusal last year to graduate three students, for the reasons referred to.

The present course of study and plan of organization of the school has received the strongest commendation from the State Department of Public Instruction, and several of the City Training Schools in the State have adopted our plan of work in its entirety.

Since the organization of the school, ninety-six young women have been graduated and have secured New York State Training School certificates in addition to the diploma given by the Board of Education. Of this number, forty are at present teaching in this city, four have married, seven hold exceptionally good positions as teachers in Greater New York, one is teaching in Toledo, one in Cleveland, three in Auburn, one in Kentucky, one in Florida, and one in Mexico. A majority of the others are teaching in various towns of Western New York. A larger number of them should be teaching in this city and it is gratifying to know that the Board

intends to assign them to positions in our local schools as rapidly as vacancies occur.

#### QUALIFICATIONS FOR ADMISSION.

In addition to the Physical Examination required by the Board of Education, for admission to the Normal Training School, the regulations of the State Department of Public Instruction are that :—

Candidates must be at least seventeen years of age at the time of entrance.

They must subscribe to the following declaration : “ We, the subscribers, hereby declare that our object in asking admission to the Training School or class is to prepare ourselves for teaching ; and that it is our purpose to engage in teaching in the public schools of the State of New York, at the completion of such preparation.”

They must hold diplomas issued by the State Superintendent of Public Instruction certifying to graduation from approved high schools or academies or certificates issued by the same authority certifying to the completion of an approved course of study in an institution of equal or higher rank as provided under the law. In addition thereto they must pass an examination conducted under the direction of the City Superintendent of Schools. This examination should include groups I. and II. and any three of the other groups.

- I. Grammar, Rhetoric, Literature.
- II. Arithmetic, Algebra. Geometry.
- III. Latin or French or German.
- IV. French or German or Greek.
- V. Botany, Zoölogy, Physiology, Physics.
- VI. General History, American History, Civics.
- VII. Geography, Drawing.

Additional qualifications may be prescribed by boards of education.

Candidates from other States, in order to qualify for entrance to any training school, shall present credentials of graduation from a high school or an institution of equal or higher rank having a course of study at least equivalent to the high school course of study prescribed as a basis for entrance to training schools in this State. Such credentials shall be forwarded to the State Superintendent for approval.

Before admission the principal of the training school must require each candidate to present an approved school diploma or a certificate issued by the State Superintendent.

No person shall be admitted to the class later than the second Monday following its organization.

No allowance can be made for any pupil not shown by reports to have been eligible to enter the class.

No allowance will be made for any pupil who leaves the class before the expiration of the year, except by permission of the State Superintendent and no such permission will be granted during the year, simply that the candidate may teach.

When the class is organized, the qualifications for admission of each candidate shall be entered in the place designated for such entry in the training school attendance register.

The daily attendance of each member upon such recitation must be recorded in the recitation register supplied for this purpose.

Training schools that organize but one class a year must not admit members at the beginning of the second term. Those that organize a class at the beginning of the school year must keep a separate register.

The following course of study is designated by the State Department of Public Instruction as a minimum to meet the requirements of the laws of 1895, Chapter 1031, and at least 450 hours must be devoted to its completion.

Psychology and Principles of Education, 60 hours; History of Education, 40 hours; School Management, 40 hours; Methods in Mathematics, 40 hours; Methods in Nature Study (plants, animals, minerals), and in Physiology and Hygiene, 40 hours; Methods in Reading, Spelling and Phonics, 30 hours; Methods in Language, Composition and Grammar, 40 hours; Methods in Geography, 30 hours; Methods in Drawing, 40 hours; Methods in History and Civics, 30 hours; Physical Culture, with methods, 40 hours; Methods in Music, 20 hours. At least 50 hours shall be spent by each member of the training school in practice teaching.

Our course of study as at present planned gives much more than the minimum amount of time to all subjects.

At the close of each semester, the Department of Public Instruction furnishes a special examination in the several subjects prescribed in the course of study or in such of them as the State Superintendent may determine, which examination is included as a part of the work required in the approved course of study.

These examinations begin on the Wednesday after the third Tuesday of January, and on the Wednesday after the second Tuesday of June and continue three days.

The name of every member taking the examination must appear in the report of the examination.

Members must attain a standing of at least 75 per cent. in each prescribed subject and complete the course within two years.

The program of examination is as follows: Wednesday forenoon—History of Education, Nature Study, Physiology and Hygiene. Wednesday afternoon—School Management, Methods in History and Civics. Thursday forenoon—Methods in Mathematics. Thursday afternoon—Methods

in Language, Composition and Grammar ; Methods in Reading, Phonics and Orthography. Friday forenoon—Methods in Geography, Psychology and Principles of Education. Friday afternoon—Methods in Drawing.

Members of training schools who attain a standing of 75 per cent. in the several subjects of the course will receive a New York State Training School certificate upon the certification of the city superintendent that the candidate has shown sufficient skill in teaching to warrant his receiving such certificate, that he is a person of good moral character, and worthy to be employed in the schools of the state.

Training School certificates are valid for three years and are renewable thereafter for ten-year periods if the holder has had a successful experience of at least two years under the certificate.

The requirements for admission to the Kindergarten department of the school is the same as for admission to the Normal Department. Graduates from this department receive in addition to the diploma of graduation issued by the Board of Education, a New York State Training School Kindergarten Certificate, the highest grade of kindergarten license issued by the State. The State Department regulations governing the issuance of kindergarten certificates is that—

A kindergarten certificate entitles the holder to teach in a kindergarten only. A violation of this regulation will be deemed sufficient cause for the revocation of the certificate.

These certificates are issued for a period of three years. Upon expiration they are renewable for ten year periods if the holder has had a successful experience of at least two years under the certificate.

Candidates must have completed a course of professional training in kindergarten work in a normal school in this State or in connection with a kindergarten training school under the supervision of the Department of Public Instruction, or in some other institution approved by the State Superintendent of Public Instruction.

The examination for kindergarten certificates are held on the Wednesday after the third Tuesday of January and on the Wednesday after the second Tuesday of June and continue two and one-half days.

Candidates must attain a minimum standing of 75 per cent. in the following subjects: History of Education, School Management, Special Kindergarten Methods, Primary Methods, Psychology.

Candidates may combine the standing earned in four consecutive examinations.

The principal of the school in which the kindergarten training is given must certify to the moral character, worthiness and teaching ability of the candidate.

## COURSE OF STUDY.

The following outline of the Course of Study was adopted for the Normal Training School a year ago and with some slight modifications has been found to meet the needs of our work admirably :

## NORMAL TRAINING SCHOOL—GENERAL COURSE.

## JUNIOR YEAR—FIRST SEMESTER.

Period.

100. Psychology and Child Study.

Drawing, 60.

100.

Manual Training, 40.

Physical Training, daily, 45 minutes.

100. Primary Methods and Kindergarten.

Literature, 60.

100.

Art, 40.

## SECOND SEMESTER.

100. Applied Psychology and Pedagogy.

Music, 60.

100.

Drawing, 40.

Physical Training, daily, 45 minutes.

Reading and Literature, 60.

100. Methods.

Language and Grammar, 40.

Mathematics—Method, 40.

100.

Nature Study, 60.

## SENIOR YEAR—FIRST SEMESTER.

Period.

100. History and Science of Education.

Nature Study (Methods), 50.

100.

Geography (Methods), 50.

Physical Training, daily, 45 minutes.

Methods in History and Civics, 50.

100.

Methods in Physiology and Hygiene, 50.

Sociology, 60.

100.

Music. 40.

Teaching, daily.

## SECOND SEMESTER.

Teaching and Critic Meetings.

## KINDERGARTEN COURSE.

## JUNIOR YEAR—FIRST SEMESTER.

Same as General Course.

## SECOND SEMESTER.

Period.

Music, 40.

100.

Nature Study, 60.

Physical Training, daily, 45 minutes.

100.

Theory of Kindergarten.

Reading and Literature (Methods), 60.

100.

Language and Grammar (Methods), 40.

100.

Observation and Discussion.

## SENIOR YEAR—FIRST SEMESTER.

Period.

100.

History and Science of Education.

Physical Training, daily, 45 minutes.

Nature Study, 50.

100.

Mother Play, 50.

100.

Education of Man—Kindergarten Theory.

100.

Teaching.

## SECOND SEMESTER.

100.

Literature.

100.

Program Work.

100.

Mother Play.

100.

Teaching.

Physical Training, daily, 45 minutes.

The term "Period" is used to indicate a recitation hour of fifty minutes.

Applied Psychology and Pedagogy is understood here to include the subject of "School Management," and "Art of Questioning."

The instruction in Drawing, Music and Manual Training is to be given by the City Supervisors in those subjects.

In the Senior Year, all students will be required to teach one-half of each semester.

(Observation work will be given the Junior Class during the second term of the Junior Year.

In the second semester, Junior Year, and the first semester, Senior Year, students will be expected to devote portions of the afternoons to field work in Nature Study.

#### PRACTICE TEACHING.

In the practice teaching the aim is to give opportunity for such work as will produce practical and intelligent teachers. As no work can be truly one's own except as it is worked out through his individuality, the greatest possible amount of freedom consistent with the accomplishing of the required amount of work in the grade, is encouraged.

After having had a year's work in the theory of pedagogy the pupil-teachers are required to teach for one term of twenty weeks, in the Training School. This term extends over one school year, ten weeks of teaching alternating with ten weeks of theory. We find that by this arrangement of time, the theory work and practice teaching supplement each other to a marked degree—that the pupil-teacher returns to each more intelligent for having had the experience of the other. As the student devotes her entire time either to practice or theory work, there can be no division of interests.

All work is under the supervision of experienced critics. Each critic teacher has but two grades, which allows her opportunity for much individual work with both children and student-teachers. When the standard of the grade requires, and at the beginning of each term, classes are taught by the critic-teacher, thus giving the pupil-teacher further opportunity for close and directed observation of efficient work. Each critic averages at least one day of teaching each week in both of her grades.

The pupil-teacher is given practically entire control of her grade. She teaches all of an entire session. At the end of five weeks, when practicable, the work is changed, either to another grade or another session of the same grade. The pupil-teacher submits to the critic daily plans which are carefully reviewed by the critic and discussed with the pupil-teacher before the lesson is presented to the class. From time to time, subject plans are worked out and demonstrated by the pupil-teacher. Careful and directed study of the child and of the class is required. A thesis based upon some phase of child-study is required from each student at the close of her second term of teaching.

Once each week is held a conference of critic and pupil-teachers. These conferences consist of model lessons, with their after discussions; "round-table" talks on subjects suggested by the pupil-teachers themselves,—the expression of some felt need, and discussions suggested by a



required course of reading. The aim of the letter is to keep students conversant with the work of recent educators.

Students who have proven themselves incapable of carrying on their work successfully, are allowed to observe in grades taught by efficient teachers, often assisting with the work. At the discretion of the critic and principal, such a student may resume her work.

There are many things that are needed to render the work of the school more efficient. In the library there is great need of duplicate copies of standard educational works in order that more than one student may have access to the same subject at the same time.

The walls of the various class-rooms are greatly in need of kalsomining, and if they could be put in proper condition and picture mouldings put in place, the faculty have plans for the securing of works of art to place upon the walls of the class-rooms.

The gymnasium is greatly in need of additional apparatus, as well as shower baths, and when the splendid work already accomplished in this department is considered, is it not the best of arguments for the meeting of these urgent needs?

#### THE KINDERGARTEN DEPARTMENT.

During the first semester the same course of study is pursued by all students of the training department. This is of especial advantage because it gives a broader and more intelligent idea of the relative importance of each grade of work, and tends toward a closer connection between the kindergarten and primary schools. In this period a general survey is taken of all the gifts, occupations, games and songs of the kindergarten, with some special idea of adaptation to work in the primary grades.

Opportunity is given during the junior year for a period of observation in the best kindergartens in Rochester. This observation is of inestimable value to the students, affording a more comprehensive view of the profession they have chosen. Here they see the actual working out of the theories they have discussed in the class-room, thus receiving a deeper and more lasting impression of them. They also have a good opportunity for another form of child-study, and also a comparative study of methods.

At the end of the first semester, the students elect either the grade work or the kindergarten course, and a division is made, special work then being done with each group, although they still remain together in the game and story courses.

The kindergarten students continue their study of the kindergarten theory, completing the work with the first six gifts and most of the manual work by the end of the first year. The second year the remaining gifts are studied, and special attention is given to the program work, Froebel's Mother Play and Education of Man.

The aim in all the work of this department is to give the students a broad and intelligent knowledge of the kindergarten materials and their use; and also of Froebel's Philosophy in its relation to the education of the present day. To this end a careful study is made of his life, system, and tools, original thoughtful work being encouraged.

The student-teachers in this department have exceptional advantages. Last year the work was unified by the appointment of an expert kindergarten training-teacher who gives all the theoretical work, while the large kindergarten connected with the school, in charge of an experienced directress and an expert kindergarten-critic, affords ideal conditions for the most effective practice work. The members of the senior kindergarten class are required to teach half a day during the entire year. Every young lady in this department is required to be able to play the piano and to sing before she is permitted to graduate, as musical ability is a prime requisite in the kindergarten teacher. The story and literature work for little children is strongly emphasized in this department, and we are particularly fortunate in having in our kindergarten critic a most competent and inspiring instructor. We are, however, greatly in need of additional books for our library bearing upon the special work of this department. Our kindergarten graduates are doing very strong and successful work and are a credit to the school.

The school suffered a great loss in the resignation of Miss Mabel B. Peirson last September. Miss Peirson had been most successful in organizing the Nature Study work of the school, and was as well an exceptional strong instructor in Methods in Geography and Physiology and Hygiene. Her work in Nature Study with us was so efficient that the State Department of Public Instruction invited her to prepare a syllabus, which was adopted for the entire State. Miss Peirson's successor has already proven a most competent and successful instructor, and the standard of the work is being raised from year to year.

The work in the Department of Psychology, General and Special Methods, has been exceptionally strong during the present year; in fact, I feel that it is, everything considered, the most efficient work we have ever had since the school was organized. The work done by the students is full of vitality, and they are able to think out the practical and successful application of theories as never before.

In Manual Training our students have shown the greatest enthusiasm, and the excellent work produced by the class has been of great satisfaction to the faculty and credit to the supervisor under whose faithful instruction so much has been accomplished.

In the Model Grades excellent work has been accomplished during the past year. The teachers seem to fully realize how much is expected of them in order to have their work of such a character as to inspire the

student-teacher with the highest ideals in her observation work. There has been an enthusiastic effort on the part of the teachers to work out the purpose of the new course of study as fully as possible. In doing this, results of a very satisfactory character have been attained.

I desire to commend to you the excellent work that all of the teachers in the school are doing. They are thoroughly loyal and enthusiastic in all that they do, and a most gratifying spirit of harmony prevails in and between all departments of the school.

I also desire to express to you, personally, my sincere appreciation of your deep interest in the school, and the wise plans and suggestions you have made. It has been a pleasure for us to carry into effect these measures which have meant so much for the increased efficiency of the work here.

All of which is respectfully submitted.

RICHARD A. SEARING,

Principal Normal Training School.

## REPORT OF SUPERVISOR OF KINDERGARTEN AND PRIMARY SCHOOLS.

*Mr. C. B. Gilbert, Superintendent of Public Instruction,*

*Rochester, N. Y.*

DEAR SIR:—I submit the following report of the Kindergarten and Primary Departments from September, 1901, to December the 31st for the year 1902.

(On entering upon my duties as Supervisor in this city, I found that the high ideals established by my predecessors made it possible for me to develop the work much more rapidly than I could otherwise have done.

The highest type of school has for its ideal a community life, in which its government, its study—in short, all its movements tend toward the realization of the highest and best physical and moral life of each individual and of the whole.

The ideal community life in the school, held for and worked for means continual growth; it is a school in which the end and aim of teacher and pupil is to fill *every* minute of every day with the best possible mental and moral action.

All study, all school work moving steadily toward one ideal under the suggestions and hearty co-operation of each individual in the school cannot fail to open new avenues of thought and discovery, to develop principles and elaborate methods.

The kindergarten stands for two things—the community idea and the laboratory method. When we speak of continuing the kindergarten work through the grades, we mean kindergarten principles and not kindergarten material. We mean that the sweet joyousness of the kindergarten life, its activity, interests, its community life, and laboratory method shall go on.

In the ideal school the community spirit of the kindergarten is still carried out, and we find the school organized for the general good to which each pupil is a contributing member. The majority of our primary classes are working toward this ideal. Such class-rooms have the sunshine and atmosphere of a cheerful home—the appearance of busy workshops in which each pupil is an interested workman for the love of the work, earnestly performing every duty with due regard to the rights of others, looking to the teacher only for direction *and advice*. The pupils are led by degrees to work independently of the teacher, her chief duty being to train the child so as to enable him to gain desired information for himself.

As each grade of school work is a preparation for the succeeding one, it devolves upon the kindergarten as the foundation of the higher school life, to so equip the child that he may work better upon entering the primary

school. To accomplish this, it becomes necessary for the kindergartner to understand the requirements of the primary teacher that adaptable material may be sent her. It is equally necessary that the primary teacher should understand the full and highest aim of the kindergarten.

I have found the spirit which characterizes the kindergartners to be one of enquiry and openmindedness. What *has been* does not set the limit of what *must be*. There is an increasing recognition of the logical relation of the kindergarten to the school, which gives promise of that unbroken connection and harmonious blending with the primary department, which alone can bring about the most desirable results.

For the purpose of gaining a deeper insight into the basic philosophy of the kindergarten, to the end that the work may be raised to a higher standard in this department, I have organized the kindergartners into four groups for special study work—each group having special leaders. The subject under discussion are as follows :

Group I. Free Play—what is it?

Group II. Nature Study in the Kindergarten.

Group III. Stories in the Kindergarten.

Group IV. Programs.

Great interest is taken in this organized plan of work, and I am confident the results will be helpful and satisfactory.

#### READING.

In reviewing the work of the primary grades progress and improvement may be noted to a greater or less degree in the teaching of all subjects, but the most noteworthy progress is seen in the results attained in reading and language.

I found in many cases the children of the first grade had memorized their readers and could read as well when the books were closed as when opened. This was due, no doubt, to the fact that they had read the same lessons many times and that not enough attention had been given to *drill* in enlarging the child's vocabulary. Repetition, variety, and the re-arrangement of words and sentences are most essential in the beginning of reading in order that the child may recognize the words under all conditions. Emphasis must not alone be placed upon the sentence, but equally upon the words which make up the sentence; also upon the symbols, sounds and letters, which make up the words.

I am pleased to state that the children throughout the primary department are now reading more books with greater intelligence and with better expression than heretofore, due to the untiring efforts on the part of all teachers to attain the ideals set forth in the curriculum.

In this connection I desire to state that we are in need of more supplementary readers, which I trust may be supplied at the beginning of the year.

### LANGUAGE—EXPRESSION.

In language the growth has been marked. The children are expressing themselves with greater fluency and accuracy, also showing greater neatness in form. The power of oral and written expression comes only through practice, and I regard it as very important that much attention be given to this subject and that the oral side be emphasized in the primary grades.

Good written expression comes partly as a result of good oral expression. Pupils should not only express their thoughts, but they should be helped to the choice of good language in such expression. The story taken from good literature is a means to this end. The intensity of the desire to express depends upon the intensity of the impression. The inter-relation of language with nature-study—history, geography and literature, as the great *impression* subjects for the awakening and stimulating of thought, make good *expression* possible.

When the child has something to stimulate thought, he has something to express. Out of this free expression comes abundant opportunity to emphasize the grammatical form.

The growth in the preparation and use of profitable occupation or seat-work is deserving of the highest commendation. Vigorous effort has been put forth to attain the highest development in all forms of expression. The seat or occupation work should lead to the formation of correct modes of thought, to habits of diligence, industry and skill, which come through doing. The liberal use of the blackboard for drawing and writing has produced greater freedom in all forms of expression.

The quantity of clay, paper, wood or brush-work that a child turns out is nothing in itself, but the thought expressed, the power developed and character formed by the conscientious doing of it, amounts to a *great deal*.

Every exercise of the school should offer occasion for the child to put forth effort—effort that will result in acquired power and skill.

One of the best tests of superiority of a good teacher is her power to provide healthful, interesting, and educative occupations for the children at their desks.

### ARITHMETIC.

This subject which is one of the most important, has not in any sense been neglected. Much stress is laid upon accuracy and rapidity with the fundamental processes including *drill* upon the multiplication table, the test of which is the applied problems referring to the ordinary commercial life of to-day, and those of a statistical character for general information.

Mathematicians have long realized the necessity for and importance of more practical work along this line. Consequently, instead of the mass of inherited puzzles which give children a false notion of business, we now have text-books that are considerate of the lessfortunate whose circumstances may compel them to leave school earlier. These, if thoroughly completed, fit them for all ordinary business requirements.

Our teachers are making a careful study of the principles involved in our new arithmetics, and already many excellent and practical results are apparent. I find many classes where the children have real joy in the arithmetic lesson because it gives them definite and hard tasks to work out.

The teachers have been given at the various institutes many suggestions in the way of devices for the purpose of simplifying, elaborating, enriching, and making more definite the instruction, in order that direct application might be made of all the principles of computing, measurement, and comparison, thereby emphasizing the drill side of the arithmetic.

The contrast between the old and new ideas of arithmetic, is most simply stated when I say that the old was mechanical, without thought or reason—mere parrot-like work—while the *new* emphasizes the necessity of children being taught to think accurately, to apply their reasoning and to construct.

#### GEOGRAPHY.

We are making progress in geography; still it will take some time to reach the high stage of development desired. While the course of study is broad and comprehensive, yet it has been difficult for some to drop out all unimportant burdensome details and concentrate on essentials, and then so present these essentials in their proper relations that pupils may gain ideas of cause and effect.

Geography is a science involving a wide range of knowledge. To teach it successfully requires much study and preparation on the part of the teacher.

The idea in geography is to train children to observe, to see relations, to *think* for themselves, and to reason from cause to effect rather than to memorize the thoughts of others.

#### TEACHERS' MEETINGS AND INSTITUTES.

The establishment of the grade institute has been one of the most helpful movements in our work. Teachers gain greater help when they come to a meeting fresh and rested than after a hard day of teaching. In addition to the institute some special meetings have been held for detailed instruction.

I have aimed to make all of these gatherings helpful and instructive, not only by giving definite instruction, but by having collections of superior and representative individual and class-room work on exhibition, also by

conducting and having conducted by the class teacher regular class work. This phase of the work proved to be of great value, arousing a free, spontaneous and sympathetic discussion of fundamental principles underlying the teaching of the subject.

In addition to the above, circular outlines elaborating the topics in the course of study have been given out on Arithmetic, Spelling, Reading, Language, Geography, History and Occupation work. I regard these circulars profitable as they give the teachers something definite to refer to.

I have also held teachers meetings at the various schools at the close of my visits, where we have had free discussions on the work of the particular schools. These have been helpful and profitable to both teachers and supervisor, bringing us into closer relationship, thus enabling us to work together for the common good.

While I aim to maintain an average number of visits to each school, I find it must necessarily vary, because of existing conditions.

The progress of the work viewed as a whole is rich in promise. The growth has been slow, but of such a character as to give a lasting and permanent foundation.

The general attitude of our teachers toward the work, their interest in, and sympathy with the pupils and their harmonious and helpful relations to each other, have engendered an atmosphere of helpfulness and unity of purpose which is most marked, and which cannot fail to be productive of large and excellent results.

In conclusion, I desire to thank the principals and teachers for the enthusiasm, earnestness and good will with which they have co-operated with me; also to thank you for your helpful inspiration and wise counsel, and the Board of Education for their encouragement and confidence.

Respectfully submitted,

ADA VAN STONE HARRIS,  
Supervisor of Kindergartens and Primary Schools.



## REPORT OF SUPERVISOR OF MANUAL TRAINING.

*Mr. Charles B. Gilbert, Superintendent of City Schools :*

DEAR SIR : In response to your request, I desire to submit the following brief report:

In October of last year, 1901, manual training was introduced in the fifth, sixth, seventh, eighth, and ninth grades of all of our public schools.

The work of the fifth and sixth grades is done in the regular school room, on the pupil's desk. Each school is provided with a large, attractive cabinet, about 5 feet 6 inches wide by 6 feet high, which contains the desk-trays, tools, and such supplies as drawing paper, thin lumber, nails, glue, sandpaper, cardboard, and sewing material. When in use the desk-tray covers and protects the pupil's desk, and is used both as a drawing-board and work-bench. Each tray is furnished with a T-square, triangle, compasses, eraser, boxwood measuring rule, graduated to sixteenths; try-square, a sloyd knife, and an original device for fastening the drawing paper, instead of thumb-tacks. Besides the individual outfit in the tray there is a set of tools in each cabinet for general use. It consists of the following: Four 10-inch back saws, one 12-inch back saw, five saw boxes, one oil can, one oil stone, four handled-auger bits, two gimlets, six punches, twenty small hammers, one blackboard compass, one blackboard triangle, eight small sloyd knives, and thirty-five boxwood measuring rules, graduated to eighths. Some of these tools are intended for use in the third and fourth grades.

During the school year of 1901-1902 the manual training work of the seventh, eighth, and ninth grades was done at five centrally located schools, known as "centers," to which the boys from neighboring schools went once each week for a one-hour lesson. Schools No. 4, No. 6, No. 14, No. 15, and No. 26 were selected and equipped for this work. The average number of boys attending a "center" each week was 265.

In September of this year, 1902, Schools No. 3, No. 5, No. 8, No. 29, and No. 33 were furnished with benches and tools for shop work. The manual training rooms in Schools No. 7 and No. 23 will be furnished and ready for classes early next month, January.

All of the manual training rooms are situated on the first floor and near an outside entrance. The rooms are large, with good light, and, as a rule, are kept as clean and neat as the other rooms in the same building.

Until September of this year the boys and girls of the fifth grade were given the same lessons in drawing and construction; in the sixth grade

they were separated, the boys working in wood, while the girls were occupied in sewing. This year they are kept together and have the same work until they reach the seventh grade, when the work is differentiated, the boys entering the manual training room to undertake the bench work, and the girls continue in the sewing. Besides the drawing, each article planned for this sixth grade work involves a lesson in sewing, as well as exercises in the use of knife, try-square, hammer, etc. The boys have been as much interested in this combination of sewing and woodwork as the girls. There are many good reasons for extending this plan so as to include the fourth and fifth grades, combining the sewing with cardboard, splint basketry, and the textile work which the children will do on hand looms.

The work of the boys in the upper grammar grades is at first largely imitative, but as a rule the teachers' models are used solely as examples of form, proportion, neatness, and accuracy. In order that the teachers may control it, the work is carefully outlined. Still, the courses are sufficiently elastic and susceptible of modifications to suit local conditions and the needs and capabilities of the pupils. The guiding or controlling idea is to stimulate independent thought and develop the power to originate and invent, to make the manual training work creative rather than reproductive. Therefore, as early in the course as possible, the teacher consults individual interests in the selection of models, and leads the worker to modify the piece selected to suit his own ideas or needs, with reference to form, size, decoration, and material.

Each article made by the pupil involves either a freehand or instrumental working drawing, and in some cases both are required.

Since the beginning of the second semester of last year the members of the normal classes at the Normal Training School have been given instruction in elementary manual training. The work is specially adapted to the needs of the sixth, fifth, and primary grades. It consists of lessons in freehand and instrumental drawing, and constructive work in manilla paper, tagboard, colored cover paper, and knife work in thin basswood. This will be followed by lessons in textile work on hand looms, raffia work, and simple basketry. Up to the present time most of this instruction has been given by my assistant, Miss Shedd. The young women of these normal classes are doing most excellent work, and are satisfied only with the highest mark.

At the Truant School, Mrs. Gallery is doing as good manual training work as can be done in so small a room and with such inadequate facilities, yet these facilities are complete as they can be in such cramped quarters.

The manual training work done in the evening schools is similar to that of the day classes. There are no abstract exercises. No work is done solely for the purpose of acquiring skill; all of the articles made by the pupils are finished pieces which are carried home and put to use as soon

as completed. The instruction is individual. All material is furnished by the schools.

The mechanical drawing is made as practical and interesting as possible by means of familiar objects in the form of castings and patterns brought in from factories and used for drawing lessons. Some of the geometrical problems in the drawing are made clearer and more interesting by developing and building up the various forms in stiff manilla paper. The drawing paper, thumb-tacks, drawing boards and instruments are furnished by the schools.

Yours respectfully,

W. W. MURRAY,  
Supervisor Manual Training.

## REPORT OF THE SUPERVISOR OF DRAWING.

*Mr. Chas. B. Gilbert, Superintendent of Public Instruction :*

DEAR SIR: In accordance with your request, I submit the following report :

"The aim in the drawing department is to put the pupils in possession of another language with which to express their thoughts, thus enriching their other school subjects and at the same time developing the æsthetic sense to such an extent that they may better enjoy the beautiful in nature and in art.

"In order that this may be intelligently carried out, the time has been devoted entirely to freehand work; for as an expression study, freehand drawing occupies a place which nothing else can fill; and as a method of self-activity and discipline of the will, it takes its place beside language work and manual training. To reach the creative powers, the study of design and composition have been introduced and effectively carried out. Very good examples of applied design correlated with the sewing and manual training have been shown in the many beautiful Christmas gifts made in the schools this year.

"The drawing lessons in the primary department have been used as a means toward intelligent work at the occupation table, and have resulted in preparing the pupils to work intelligently without the direct supervision of the teacher. The work has been carried out with brush, ink, color, scissors, and crayon. In the grammar grades we have worked along the lines suggested in the Prang Art Books in use in the schools, supplemented by other art work as occasion demanded.

"The work has been closely related to nature study, language, history, and all other subjects connected with our course of study.

"The directions to teachers have been given during the drawing period at the regular institutes, the first half hour being devoted to instructions, and the latter half to the practical application of instructions given.

"The color box has been in use in all grades during the past three years, and has proved to be one of the greatest incentives to good work. Color study does much toward developing the perception and appreciation of beauty, and has opened the eyes of many to the charms of nature. The work has grown wonderfully and compares favorably with the results obtained in the various cities that I have visited, East and West.

"The scope of the High School work, under the direction of Miss Davis, has been to give a thorough knowledge of principles and to cultivate an individuality necessary to good art-work. Great stress has been placed on the fact of obtaining good results from quick work. The allotted time of 100 hours for the elementary and 120 hours for the advanced classes has been devoted to the three branches,—representation, decoration, and construction.

"The work is done mostly from models and casts, thus showing the necessity for a well equipped drawing-room in our new High School. I wish to mention here the need of another High School teacher to help carry on the work, so that all pupils may have the privilege of studying for at least two years of their High School life, as there is no other subject outside of manual training that compels such closely combined effort of hand and eye under the direction of the mind, thus training the perception, judgment, and reasoning powers to their fullest extent.

"In the training class the drawing course has been planned to meet the needs of the kindergarten and grade-teachers, and includes work with all mediums used in the schools.

"A strong effort is made to lead the students to realize that a knowledge of art is necessary to a well-rounded life; and that it is the duty of the teacher to develop both the æsthetic and the practical sides of the child. The course has been planned in progressive steps from the lowest to the highest grades, and covers instruction in subject-matter and in proper methods of presentation.

"The study of programs for this line of work and the collecting of illustrative material is made a special feature of the course.

"History of art, picture-study, and the proper decoration of the school-room receive special attention, and the fact that art-study has proved to be the most powerful factor toward æsthetic culture, is constantly kept before the students.

"I wish to say here that the success of the drawing in our schools is due largely to the attitude taken by the principals and teachers toward the work; and I sincerely thank them for their support.

"Allow me to express to you and to the Board of Education my appreciation of your interest, encouragement, and hearty co-operation in the work of this department."

Respectfully submitted,

HELEN E. LUCAS,

Supervisor of Drawing.

## REPORT OF THE SUPERVISOR OF MUSIC.

*Mr. Charles B. Gilbert, Supt. of Rochester Schools.*

DEAR SIR:—Complying with your request, I herewith submit a brief report of the Department of Music.

Last year a most excellent basis was laid by Miss Hofer, who was able in the short space of a school year to inspire both teachers and pupils with enthusiasm and love for the subject. A careful selection of song material was made, and the teachers so skillfully instructed in song interpretation that the pupils could not fail to respond to such a presentation of the subject. Careful and definite instruction was given along the line of tone development and voice-care. An excellent list of breathing and tone exercises was placed in the hands of each teacher, and every precaution was taken by the supervisor to prevent the use of the harsh, forced tone usually heard in public school music. The technicalities of the subject were wisely avoided and the work so arranged that while the children were gaining the interest in music, so necessary for successful teaching of it, and were unconsciously absorbing the wonderful cultural and moral influence that good songs always bring, they were also gaining a musical vocabulary—a vital knowledge of the elements of the songs sung which made the best possible foundation for the future development of the music work. Rythm work, scale-drill and written exercises in music copy-books were also a part of last year's work, and as an outgrowth of the preparatory work the pupils in the upper grades were able the latter part of the year to do some simple sight-reading in the first and second books of the Modern Series.

With the music work in this condition, and the pupils and teachers so thoroughly in sympathy with the subject, it has been a pleasure to carry on the work Miss Hofer so successfully began, and the music work this year has been as far as possible a natural development of last year's plans.

In the first and second grades rote-song work is given with rythm exercises and simple ear training. Realizing that the great majority of our pupils will be hearers of, and not performers of music, special attention is paid to ear-training in all the grades, hoping to add to the pupils' appreciation and enjoyment of good music. Ear-training is also invaluable in the establishment of tone relation, which will lead to independent tone thinking. In the upper grades rote-songs are used, supplemented with sight reading drill. Some simple two-part work is given in these grades, which adds much to the interest of the music lesson. In every effort made with the children, we hope to keep in view the fact that the public school teachers'

purpose in music work is vastly different from that of the studio teacher. The former does not expect to make trained musicians from the children. She is simply using music for the children's sake, as one of the numerous influences which are to make them better boys and girls, and more useful members of society.

The music work suffers in some places because of a lack of preparation on the part of the teachers. When music becomes a part of our High School curriculum and more time can be given to the training classes, the teachers who come into the public schools will be better equipped for the work. To help the teachers who are already in the schools and have had no opportunity to prepare themselves to teach music, a special class has been held every week dealing with the simple rudiments of the subject, and the eagerness of the teachers to avail themselves of the help offered them, proves that we need have no fear of the success of music in the schools, when the teachers have once been given an opportunity to prepare themselves to teach it.

In closing, I wish to make acknowledgment to you and the members of the Board, of the courtesy and encouragement shown me, and also to thank the principals and teachers for their cordial co-operation in the work.

Respectfully submitted.

RIZPAH A. DELAITTRE,

December 22d.

Supervisor of Music.

## REPORT OF THE SUPERVISOR OF SEWING.

*Mr. C. B. Gilbert, Superintendent of Schools.*

DEAR SIR:—In compliance with your request, I submit to you my first report of the Sewing Department.

From the beginning the work has been steadily progressing. The plan covers the period from the fifth grade to the High School. In the beginning it was not possible to grade the work, as it was new to all. The interest of the children was sustained by allowing them to apply each elementary stitch, as soon as learned, to the making of some practical article.

This year the work is more satisfactorily graded. In the sixth grade, where the work begins, the sewing and manual training are combined, all children carrying out the same line of work. The work in this grade is really the primary work of the course.

In the seventh grade the work is a step in advance, and the stitches learned in the former grade are very carefully reviewed, and various methods of application taught.

The experience that the eighth grade girls gained during the last year's work enabled them to apply the principles of the remainder of the course in various original ideas this year.

Many of the girls have shown much skill and inventive ability in the making of Christmas gifts during the sewing lessons of November and December.

The pleasure of doing for others is emphasized in the sewing lessons at this season.

During the past year drafting has been included in the work of each grade. Every girl making at least one article from pattern. Great help in this department will be derived from the work in measurements which has been introduced in the lower grades. The work in applied design has been a pleasure to teachers and pupils. Much originality and artistic ability has been displayed.

The boys particularly deserve mention for the excellent work they have done, not only in design and harmony of color, but also in the quality of sewing.

The applied design which has correlated sewing and drawing has aided greatly in the Christmas work, resulting in thousands of handsome and useful gifts having been made by the children.

Many of the girls handle the needle so deftly that it must create a demand for their dainty bits of handwork.



We feel that our one hour a week could not be more profitably spent than in teaching our girls—the women of the future—to mend neatly, to make garments well and tastefully, and to buy economically. The comfort and happiness of every household depends largely upon this knowledge.

The course as planned for the training class covers thirty hours' time, and consists in graded lessons from elementary to advanced work in sewing and drafting. The aim has been to cover the work now carried on in the schools, so that when the students become teachers they may be able to intelligently direct the work.

The great progress made in the work is due largely to the hearty co-operation of the principals and teachers. In closing, I wish to express my sincere thanks to the Board of Education, also my deep appreciation of your consideration, help, and encouragement in the work.

Respectfully submitted,

EMMA E. WALLACE.

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## COURSE OF STUDY

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Adopted by the Board of Education, July 27, 1901.

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### PURPOSE.

**T**HE objects of a course of study for elementary schools are to supply the teachers with working material which they may employ in the training of the child. Its business is not to state in definite terms just what the teacher is to do each day, but rather to map out in a broad way those activities, exercises, and fields of knowledge which experience has shown to be most suitable for the elementary school, and to suggest to the teachers methods for enlarging this work and of preparing themselves to perform it. It should take into consideration such facts concerning children in general as the study of child-life has made clear, the character of the civilization in which the child is to be a factor, and the means necessary to make him a most effective voluntary factor for good in his community. It must supply such activities as will best stimulate growth, such discipline as will produce the finest culture, and must suggest such knowledge as will enable him to take hold of nature effectively, comprehend what others have done and expressed, and to express himself adequately for the benefit of others. It must involve also such a vital acquaintance with social, economic and ethical conditions as is required for perfect citizenship. It is not claimed that the present course of study meets these ends, but it is hoped that it will prove suggestive to the teachers along the lines mentioned and will stimulate in them renewed efforts to train children into the utmost possible largeness of being for the utmost possible service.

This course of study is intended to furnish the basis for work in the Rochester schools during the coming year. It will be supplemented from time to time, as the need appears, by circulars giving additional instruction, explanation, and amplification; also, by explanation and instruction given by the Superintendent and Supervisors in meetings with the teachers.

As further light is thrown upon educational principles and methods as the result of study and investigation, as teachers become more familiar with new ways, and as better text-books are made available, it is hoped that this course may be improved.

## CORRELATION OF STUDIES.

In the correlation of studies in the elementary grades there should be little attempt to differentiate the various subjects taught. Together they constitute the occupation element of the child's school life. This is as true of what is called the recitation as what is called "occupation work." It constitutes in its entirety the child's rational employment. The various subjects used for the stimulation of thought and the others employed for its expression are so naturally co-ordinated that any formal separation in the primary schools is forced and unnatural.

It must be remembered that the two elements in all education are impression and expression, and that while the former is necessary as furnishing a fund of material, the latter is that upon which growth in power, facility, and adaptation depends.

As the child advances from grade to grade the differentiation of subjects necessarily becomes more evident. In the higher grades correlation, while no less real, is naturally less evident, until in the college and university it becomes the philosophical unity of human learning. But in any of the grades of the common school, the relation between those subjects which are the great sources of thought, and those which include the various forms of expression must be close.

Instead of such a correlation being unnatural, its opposite is unnatural. The divorce of the forms of expression from the subject-matter to be expressed is unnatural, and is responsible for much of the loss of interest and the failure to connect school with the realities of life which has caused the ruin of many schools and pupils. The teacher in teaching any subject should never cut loose from the base of supplies. The vital interest which connects the child's school occupations with his whole life is the artery carrying the life blood to the former.

Correlation of subjects and the introduction into the schools of varied work, interesting to the child, is not ignoring the three R.'s, but teaching them more effectively and in a better way, because it furnishes the irresistible impetus which carries the young student swiftly and easily and surely over the otherwise difficult and uncertain road of acquisition.

In the primary grades it is well to take some subject of general interest, as the cycle of the year, and relate the other subjects to it.

Such a subject as a farm or a garden, or a visit to the fields, or a story of the observance of a festival, will furnish material for a series of lessons in language, drawing, construction, writing, painting, cutting, and the various other expressional subjects, of great value because of vital interest.

A study of the immediate environment growing out into the larger environment; a study of a garment, or a food, or of any of the other many objects which suggest man's common interdependence; a study of the family

or the neighborhood; all these items and many more may be made the centers of much work of various sorts.

A caution may be needed. The relations should always be vital and natural, not artificial nor superficial. They should, in so far as possible, be human rather than mechanical or scientific. They should come home to the child's own interests, and suggest the dependence of man upon man.

Children should work in groups, each being engaged in some part of the general scheme. All of the work should bear a definite relation to the whole. The children should never be given an occupation whose sole motive is to keep them busy.

Whatever the particular subject chosen, much attention should be given to the literature relating to it.

## CORRELATED OUTLINE.

### FIRST GRADE.

#### *Impression Subjects :*

(See separate outlines.)

Reading (Literature).

Geography.

History.

Nature.

School Life.

Home Life.

#### *Expression Subjects :*

(See separate outlines.)

Reading (Utterance).

Language (Speech) oral and written.

Drawing and Painting.

Cutting.

Construction.

Writing.

Dramatic Representation (Play).

### SECOND GRADE.

#### *Impression Subjects :*

(See separate outlines.)

Reading (Literature).

Geography.

History.

Nature.

Number (actual).

School Life.

Home Life.

#### *Expression Subjects :*

(See separate outlines.)

Reading (Utterance.)

Writing.

Number (computation and drill).

Language (oral and written).

Dramatic Representation (Play).

Drawing and Painting.

Cutting and Construction.

## THIRD GRADE.

*Impression Subjects :*

(See separate outlines.)

Reading (Literature).

Geography.

History.

Nature.

Number (actual).

Current Events.

Immediate Environment.

*Expression Subjects :*

(See separate outline.)

Reading.

Writing.

Number.

Language.

Drawing and Painting.

Cutting and Construction.

Play.

## FOURTH GRADE.

*Impression Subjects :*

(See outlines.)

Literature.

History.

Geography.

Nature.

Number.

Current Events.

Environment.

*Elaboration and Expression :*

(See outlines.)

Reading.

Writing.

Language.

Graphic Arts.

Constructive Arts.

(Manual Training.)

Arithmetic.

## FIFTH AND SIXTH GRADES.

*Expression :*

(See outlines.)

Literature.

History.

Geography.

Nature.

Number.

Current Events.

Environment.

*Elaboration and Expression :*

(See outlines.)

Reading.

Writing.

Language.

Graphic Arts.

Constructive Arts.

Arithmetic.

## SEVENTH AND EIGHTH GRADES.

*Impression :*

Literature.

History.

Geography.

Nature.

Number.

Grammar.

Civics.

Environment.

*Elaboration and Expression :*

Reading.

Writing.

Language.

Graphic Arts.

Constructive Arts.

Algebra.

Arithmetic.

## ARITHMETIC.

Arithmetic has always been justly regarded as one of the absolutely necessary subjects of the school course of study. Indeed, it is more important than many of its most strenuous advocates know, because it rests upon broader and firmer foundations than those commonly advanced. The usual argument in its behalf is its very great utilitarian value in that the ordinary computations necessary for even the simplest business operations require its use. But the racial instinct which demands it goes far beyond that for its ground. Common utilitarian arithmetic, necessary as it is, is little more than the art of "figuring."

Newton used merely an advanced arithmetic in arriving at the philosophic statement of his wonderful discoveries. Upon it depends all sense of proportion, of form, of relative space. It is the knowledge of number that makes possible the definite, exact, and consequently the practical comprehension of the world.

What the advocates of educational reform criticize in the old schools is not the teaching of arithmetic, but the teaching of it badly, limiting the work upon this subject to its minor and baser uses, teaching it as form and not reality, drilling upon foolish combinations of figures without giving power to perceive relations and to accurately estimate values. It was taught in the wrong way and at the wrong time. Young children were drilled to death upon what would have come later naturally, instead of being introduced to number as a vital factor in life.

Throughout this course of study, number is treated as ratio, as always indicating relation between magnitudes. In the first grade formal number is not taught separately, that is, the subject is not differentiated, but the child is being familiarized with magnitude and number to an extent unknown to the old drill teacher.

It is not possible to do the best work in Arithmetic with the tools now available. It is earnestly hoped that before long we may be able to use modern text-books, embodying the principles here suggested.

## ALGEBRA.

For the coming year the course in Algebra will be that provided in Hornbrook's Arithmetic.

## ARITHMETIC.

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### PRIMARY SCHOOLS.

#### FIRST GRADE.

A continuation of the incidental number work of the kindergarten.

By dealing definitely with such magnitudes as come naturally into their lives, through measuring, comparing, and counting, children will inevitably acquire considerable knowledge of number, and such knowledge will be vital and practical.

The time for drill is not yet. No attempt should be made in this grade to drill upon combinations of figures. Such drill is likely to result in suspended development, and seriously impair the mathematical powers. (See Number circular.)

#### SECOND GRADE.

In this grade the definite study of number may properly begin, though the time for extended drill has not yet arrived.

The work should be as fully as possible concrete in character. Measuring, computing, comparing of things, no longer indefinitely, but definitely: using the terms of the tables, pounds, ounces, feet, yards, miles, pints, quarts, gallons, bushels, and the like, should constitute the earlier part of the work.

Incidentally the children should be acquiring the tables of denominate numbers, and directly but gradually the combinations and separations known as addition, subtraction, multiplication and division.

The work is outlined in the Rational Arithmetic (Belfield and Brooks), to page 27.

The first portion of this will, of necessity, be used with discretion.

Some classes will need little or none, others may need to spend considerable time upon it.

#### THIRD GRADE.

"B" Class. Rational Arithmetic to page 63.

"C" Class. Rational Arithmetic to page 101.

Continue the practical use of number in the school life. Introduce more of drill.

By the end of this year the children should be able to use the multiplication table fluently and readily.

## FOURTH GRADE.

- " B " Class. Rational Arithmetic to page 146.  
 " A " Class. Rational Arithmetic to page 185.

## FIFTH GRADE.

- " B " Class. Rational Arithmetic to page 228.  
 " A " Class. Rational Arithmetic completed and review.

## SIXTH GRADE.

- " B " Class. Hornbrook's Grammar School Arithmetic, Chapters I, II, and III.  
 " A " Class. Chapters IV, V, and VI.

## SEVENTH GRADE.

- " B " Class. Chapter VII.  
 " A " Class. Chapters VIII and IX.

## EIGHTH GRADE.

- " B " Class. Chapters X and XI.  
 " A " Class. Chapters XII and Review.

## READING.

Reading is, beyond comparison, the most important of the conventional school exercises, not only because it is the key to the world's great literature, but because any considerable advancement in the other departments of school work is impossible without it.

Hence it should receive the first consideration of the primary teacher in the preparation of her program of formal work.

A child who has completed the primary grades should be able to read any production whose thought and vocabulary he can comprehend.

If any considerable number of normal children cannot do this, there is something wrong with teacher or method.

It does not follow from this that a greatly increased amount of time should be put upon reading. This would cause weariness, loss of interest, and would defeat the desired end.

An abundance and variety of interesting exercises, properly balanced, afford needed mental relief, stimulate interest, and reinforce one another.

Dull grind upon words will not make good readers in any sense. Interest is fundamental. The child learning to read must be consciously seeking thought through the symbol. If reading is well taught, children learn to read without much conscious effort to that end. The conscious



effort will have been expended in the search for information or other object of interest, and reading will have been merely the new road to the sought for goal.

In all grades the teacher should constantly bear in mind the importance of cultivating a taste for good literature. Giving the child possession of the art of reading, without the power to discriminate between good literature and bad, is like giving him a sharp tool without instruction as to its proper use. Hence no demand for formal exercises as drill work or for other purposes should ever induce the teacher to give the child reading matter which is not in itself worth reading.

If the course of instruction in the reading does not give most of the children power to read freely and with good expression any suitable material and to discriminate the good from the bad and choose the good, the work is not successful.

## THE READING LESSON.

The objects of the reading lesson are two. First, to give the pupil the power to secure from the written or printed page an intelligent and appreciative knowledge of the thoughts of authors as recorded and expressed in literature. Second, to give the pupil the power to impart to others the knowledge thus obtained in a clear, sympathetic, and pleasing manner. The teacher should always bear in mind that the content of the reading lesson is of more value than its form, and that an appreciation of good literature is worth more than the mechanical ability to read.

Careful attention should be paid in all grades to correct enunciation and pronunciation, to proper use of the vocal organs and of the organs employed in breathing. Ease, naturalness, and a clear, resonant tone should be sought. Frequent exercises in breathing and the carriage of the body and in the vocalization of both vowels and consonants should be employed when needed.

## RESUME.

### LEARNING TO READ.

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#### 1. THE SENTENCE IS THE UNIT OF EXPRESSION.

“Ideas are primarily awakened in the mind by means of impressions made on one or more of the senses; thus ideas must be expressed through the medium of language.”

The unit of mental action is a thought; therefore the unit of expression is a sentence.

If reading “consists in giving expression to the ideas the mind has formed,” the sentence ought to be made the basis of reading.

Think the sentence as the whole, and the word as the part.

## 2. EMPHASIZE THE UNIT.

The sentence as a whole.

(a.) Awaken thoughts in the mind of the child by means of objects.

(b.) By skillful questioning elicit as many original statements about the object as possible. Write the most suitable sentences upon the blackboard.

(c.) Repetition and variety are psychologically necessary in good teaching.

(d.) The same words need to be presented in a great number and variety of sentences.

## 3. ANALYSIS OF SENTENCES INTO WORDS.

(a.) Analyze the sentences to find the words of which they are composed, and teach these words as parts of sentences.

(b.) Keep a list of all words presented, using them continually in review sentences until they cannot be forgotten.

(c.) Make every possible combination with all words taught, forming as many sentences as possible. Have all sentences arranged upon the board so as to tell a story; keep to a continuity of thought.

## 4. ANALYSIS OF WORDS INTO LETTERS AND SOUNDS.

(a.) Work in phonics should be carried on in connection with oral work.

(b.) Introduce sounds gradually, giving general and special drill upon difficult combinations, for the following purposes:

1. To give ability to call new words without help.
2. To improve articulation.
3. To correct defective speech.

## 5. READING IS A MENTAL PROCESS—A THOUGHT PROCESS.

“To read aloud, we must get the thought; we must hold the thought; and we must give the thought.”—*H. S. Clark*.

Necessary steps to the above end:

1. Perfect word knowledge.
2. Silent reading; to get thought.
3. Oral reading; to give thought.

A pupil should not attempt to read a sentence orally until he has the thought in mind.

Reading each word by itself is an evil never to be tolerated.

Spelling out words while reading should not be permitted.

Train children to read to their listeners, not to their books.

## FIRST GRADE. "B" CLASS.

*Method.*—Of the different methods of teaching beginners to read, no one contains all the excellencies. The best points of all should be employed, but it is important to select the proper unit, which is not the sound of the letter, nor the word, but the sentence. Children should begin by reading the sentence. Later, the sentence should be analyzed into words, and the words into their sound elements. No one of these three methods should be neglected, but the order indicated should be carefully preserved.

Begin with the sentence. As soon as possible call attention to the words composing it, which the children will at first recognize through memory. After some weeks of such reading, exercises in the sound elements of words should be introduced and regularly continued through the primary grades. These should be systematic and thorough, leading to word building and the use of the dictionary. Teachers who are not familiar with this method are expected to become so as rapidly as possible.

*Material.*—Where this method is employed, the first reading lessons should be based upon observations of nature and upon poems and stories used in the same connection; also stories told for the sake of their literary or ethical merit may be employed in the same manner.

The first lessons should be script upon the blackboard. They should be carefully prepared, so as to be progressive in thought and style, and should be preserved. Each school should be supplied with a copying pad of some kind and the blackboard lessons preserved should be copied upon leaflets and put into the children's hands for review lessons.

By the end of the first semester pupils should have read at least Bass' Primer and one other, beside much reading from the blackboard.

## FIRST GRADE. "A" CLASS.

Lessons prepared by the teacher or selected from reading books based upon the study of plants, animals, the human body, and literature.

During this semester, Stepping Stones No. 1, and at least two other First Readers should be completed, or an equivalent amount of matter read.

The language work should be closely related to the reading during the primary grades.

Phonics: Training in vocalization. (See circular.)

## SECOND GRADE. "B" CLASS.

In this class pupils should read the first half of Stepping Stones No. 1 and two other readers, or an equivalent amount.

Phonics: Training in vocalization. Bring lists of rhyming words. Practice in the discovery of rhymes by children.

## SECOND GRADE. "A" CLASS.

Pupils should complete three Second Readers and much supplementary reading matter.

Phonics as per outline.

## THIRD GRADE. "B" CLASS.

Pupils should read an equivalent of half of Stepping Stones No. 3 and two other Third Readers and much supplementary matter. The matter selected should be appropriate to the work in other departments.

Phonics: Families of words; simple rules for the addition of participial endings and of syllabication.

## THIRD GRADE. "A" CLASS.

Lessons selected from Stepping Stones No. 3, and other Third Readers and supplementary readers such as may be readily correlated with work in other departments, especially nature study, geography, history, and literature.

At the end of this grade pupils should be able to read readily and in pleasing style any matter whose thought and language is within their comprehension.

The sound drill should have given them power to call new words, and the use of the sentence as a unit should have enabled them to grasp the thought of the author readily.

Phonics: A continuation and extension of the work outlined for "B" Third.

## FOURTH GRADE.

From this time on the reading matter should be carefully selected, good literature, adapted to the mental powers of the children, and material relative to the other subjects of the curriculum.

Children should now be able to read fluently and for the sake of what they read. While continued attention should be paid to the art of reading, the pupils should always realize that they are reading as adults read — to get at the thought of the author — and not for the sake of going through with the school exercise.

## "B" CLASS.

Matter selected from the Fourth Reader, Stepping Stones, from the supplementary Readers, and from other good literature, relating to the other topics in the curriculum, particularly nature study, geography, and history.

Phonics: The standard rules for spelling and syllabication.

**"A" CLASS.**

The same as outlined for "B" Class.

Historical and mythological tales of Greece and Rome are here appropriate.

Phonics: The same as outlined for "B" class.

**FIFTH GRADE "B" CLASS.**

Fifth Reader, Stepping Stones, and matter selected from geographical, historical, and other readers, and from good literature appropriate to the work of the grade.

**FIFTH GRADE. "A" CLASS.**

The same as "B" Class and good literature appropriate to the work of the grade.

**SIXTH GRADE. "B" CLASS.**

Sixth Reader, Stepping Stones, and much reading matter selected from standard authors, and, in so far as possible, correlated with the work of the other departments, particularly nature study and the picturesque features of geography.

**SIXTH GRADE. "A" CLASS.**

The same as "B" Class and much good literature appropriate to the work of the grade, especially historical tales and poems.

**SEVENTH GRADE. "B" CLASS.**

Seventh Reader, Stepping Stones, and other literature, especially by American authors, and relating to periods of American history.

**SEVENTH GRADE. "A" CLASS.**

Same as "B" Class.

**EIGHTH GRADE. "B" CLASS.**

Eighth Reader, Stepping Stones, and other literature selected from English authors relating to English history.

Good literature in general.

**EIGHTH GRADE. "A" CLASS.**

The same as "B" Class.

The literary excellence of selections read should be noted.

## SPELLING.

### FOR ALL GRADES.

The spelling lessons are to be upon words used by the children in some connection. In all grades above the first there must be every day a formal spelling lesson upon words selected. The list of words should be selected from the various lessons, and should include words misspelled or likely to be misspelled by the children in any written exercise.

In the primary grades these words should be classified by the teacher. List of words given should, in so far as possible, be preserved for review. New words occurring in any lesson which the children are not able to read at sight or by spelling should be placed before them at once, and the pronunciation clearly given, *with the divisions of the words into syllables*. In all grades, particularly in the primary, sight spelling is a most valuable exercise, and if conducted with care and frequency, will in many cases prove almost sufficient for the instruction in spelling.

In formal spelling, from the outset, children should learn to divide into syllables. The sounds of the letters should be taught, but of more value than all special drill is the correct spelling of all words in all written exercises. In one sense, every lesson is a language lesson and a spelling lesson.

Children should from the first be taught to use the dictionary. They should be instructed never to write a word unless they are sure of its spelling, but to look up the proper spelling before using.

There is no one method by which spelling may be taught. Teachers must see to it that all the methods indicated above are employed. In the fifth and eighth grades the use of the spelling book is provided for review purposes.

Oral spelling must not be neglected in any grade and must precede the written in the primary grades. Such oral spelling must include syllabication.

## WRITING.

### FIRST GRADE.

During the first year the writing should be wholly with white crayon on the blackboard, or with very large pencils on large sheets of paper, such as is used for newspaper, *unruled*. These sheets should be as long as the school desk and not more than six inches wide. The latter should not be used in "B" First, and in the "A" First most of the writing should be upon the blackboard. Large, free-arm movements should be encouraged.

Exercises should be given in the air and on the board to cultivate freedom and ease of curvilinear motion.

The writing book should not be used at all in this grade.

#### SECOND GRADE.

Continue writing upon the blackboard and large sheets of paper, gradually reducing the size of the letters. Allow in the "B" Class the use of a large pencil upon unruled paper. In the "A" Class the pen may be introduced, still upon unruled paper. The paper used should be long, but not more than six inches wide.

#### THIRD GRADE.

The most valuable writing lessons are the ordinary writing required of the child in his spelling, language, and other written work.

The Natural System of Vertical Writing, Book II., may be used for necessary drill.

In using the writing book, always begin with the bottom line, and advance toward the top of the page. The children will thus avoid copying their own writing.

#### FOURTH GRADE.

All written work and Writing Book No. III. (See directions for Third Grade.)

#### FIFTH GRADE.

All written work and Writing Book No. IV.

#### SIXTH GRADE.

All written work and Writing Book No. V.

#### SEVENTH GRADE.

All written work, and when needed by individual pupils for drill, Writing Book No. VI.

#### EIGHTH GRADE.

All written work, and when needed for drill by individual pupils, Writing Book No. VII.

### THE ARTS OF EXPRESSION.

In a general way, the work of the school concerns itself with thought and its expression. As man thinketh in his heart, so he is. But he may hope to impress what he is upon others, to make his thinking or himself a factor in society, only as he is able adequately and accurately to express himself in ways comprehended by others. Thought and its expression

cannot in reality be separated. In a sense it may truthfully be said that thought is all important while the form of expression is wholly subsidiary. But the thought unexpressed accomplishes no good, and perfect expression is necessary to the perfect fruition of the thought.

On the other hand, all attempts to consider expression apart from thought result in absurdity, though in mature years, after the arts of expression have been acquired through use, they may be studied as to their technique or method.

In the earlier years, when the power to think and the power to express are being developed together through the entire range of the child's associations and activities, any attempt to separate definitely the arts of expression from the thoughts to be expressed and consider them as independent entities is psychologically wrong and results in hollow imitation.

Hence, in the elementary grades of school the various arts of expression should be used naturally, to express worthy thoughts which have been stimulated in the child's mind by his material and spiritual environments.

Little attempt should be made to differentiate the arts from the thought which they aim to express. The various means by which children naturally express themselves are gesture, play or dramatic representation, the graphic arts, as writing, drawing, painting, the constructive arts, generally classed under the head of manual training, and, most important of all, language or speech. This is the most nearly universal form of expression and is most characteristic of human beings. It is so inseparably connected with man's thoughts and his ideals that to study it truly is to study spiritual man.

In the earlier years of the school course the child is absorbing the spirit of his environment at every pore of his mind. He is entering into his inheritance, the world of nature about him and the spiritual achievements of the human race. He is growing at a marvelous rate. I do not mean that he is *learning about* this heritage, but he is entering into it. It is vital to him, becomes a part of him. Often the school positively interferes with this growth. It alienates the child from his spiritual heritage, diverts his mind to hollow imitations of life, deprives his activity of spiritual vitality and significance.

Especially is this true of the attempts to teach the arts of expression, notably language.

## LANGUAGE.

In teaching language in the elementary school the first step is to stimulate thought. This is effected through all the activities of the school life.

The second step is to encourage the child to express his thought with perfect freedom, for perfect freedom is the prime essential of adequacy.

The third step is to impress upon his mind the importance of accuracy and fitness in the use of language.



The fourth step is to teach him how to secure such accuracy and fitness through the use of conventional forms without losing his freedom.

Hence pure technique occupies a late and inferior place in language teaching in the elementary grades.

Power to use language is acquired by its use. All language used should be correct in all respects.

The child's thought determines its form. This is at first simple, and gradually increases in complexity with advancing age and growing knowledge; hence, new difficulties will continually arise which need to be met by proper explanation and practice at the time; for example, in regard to the use of punctuation and capitals. The child first expresses himself in short, disconnected sentences. Punctuation for such expression is very simple. As conjunctions and pronouns are introduced to make the compound sentence, somewhat more elaborate punctuation is required. Later, with the use of the complex sentence, which is naturally employed to express more complex thoughts, other rules of punctuation are necessary and should be given as needed. To give rules for punctuation and then compose exercises to illustrate them, before the child has need of them for the natural expression of his thought, is to begin at the wrong end and work backwards.

If no attempt is made to force technique upon pupils before it is needed, teachers will find that the difficulties have been greatly reduced in number and can be readily classified. As difficulties arise and definite instruction is required, such instruction should be given in definite lessons and repeated until the points are made perfectly clear and right habits started.

The following outline consists mainly, especially for the earlier years, of suggestions as to proper thought material to be used as a basis of language instruction, with the mention of sources in some cases. Suggestions appearing here and there that certain technical points be enforced in certain grades do not mean that they are to be ignored in other grades, but imply that in the average school teachers will find need of enforcing these points in the grades indicated.

### FIRST GRADE.\*

#### SUGGESTED MATERIAL:

Literature—Stories and poems drawn from the Readers, the "Graded List" and other sources.

Nature—(Geography—material; environment).

Social Environment—Home Life—School Life. The child in simple economic relations—as to the various people who supply his wants.

\* NOTE.—Allow no paraphrasing of poetry in any grade.

**History—Stories of Heroes.** In particular, stories suitable to the celebration of national holidays and for other patriotic occasions.

**Art—Pictures** representing action, especially those illustrating some of the other subjects studied.

**SUGGESTED EXERCISES:** All oral in the "B" Class.

The development of words, through their use in oral sentences.

Much conversation upon the various topics suggested above, encouraging the greatest freedom.

Word games and sentence games.

Study and description of pictures telling stories.

Memorizing verses.

In the "A" class introduce a little written work.

Encourage freedom of expression. By example rather than by precept impress upon children correct forms, especially as to the use of capitals and punctuation.

## SECOND GRADE.

**SUGGESTED MATERIAL:**

**Literature—Stories** and poems drawn from the Readers, the "Graded List" and other sources.

**Nature—(Geography—material; environment).**

**Social Environment—Home Life—School Life.** The child in simple economic relations—as to the various people who supply his wants.

**History—Stories of Heroes** as stated for first grade and also stories of primitive people and the child life of other lands.

Add lessons on human body.

**Art—Pictures** representing action, also those illustrating some of the subjects studied.

**SUGGESTED EXERCISES:**

Development of the meanings and uses of words employed in stories, nature lessons and readers.

Telling stories for oral reproduction. Development upon the blackboard of connected stories and descriptions from sentences given in conversation by the children.

The copying of such sentences and stories by children.

A very limited amount of dictation and always of connected thought.

The silent reading of short selections by the children, who afterward reproduce them orally.

The co-operative illustration upon the blackboard of scenes and stories orally produced by them.

The memorizing of at least one poem each month.

Introduce children gradually to compound statements by the use of simple connectives and relative pronouns.

See that children use correctly inflected forms, capitals and punctuation marks.

### THIRD GRADE.

#### SUGGESTED MATERIAL :

Literature—Stories and poems drawn from the Readers, the “ Graded List ” and other sources.

Nature—(Geography—material ; environment).

Social Environment—Home Life—School Life. The child in simple economic relations—as to the various people who supply his wants.

Stories of Heroes, in particular world heroes, myths.

The study of community life, in particular, that of the early settlers of this State.

Social and industrial life of primitive people in connection with the geography.

Art.

#### SUGGESTED EXERCISES:

The same as those suggested for the second grade and written reproductions of both dictation exercises and stories. Original written discussions and stories.

Give no technical grammar, but simply see that the correct forms required in each case are used. Lead children to use freely complex sentences.

Letters.

### FOURTH GRADE.

#### SUGGESTED MATERIAL :

To be drawn mainly from the outlines of other subjects as in the third grade, but somewhat more specifically used ; in particular, much use of historical studies and of written and oral statements of geographical topics.

Nature study.

Stories and poems from standard authors.

#### SUGGESTED EXERCISES :

Continue the work of the third grade in sentence construction and in the correct use of sentences of different kinds.

Require much oral reproduction and original work, both oral and written ; oral should always precede written work.

Give attention to paragraphing. Compositions may now take more definite form. Make use of the letter form, seeing that all the details of heading subscription and address are properly used. Encourage freedom and independence of expression and avoid much use of regular outlines.

Figures of speech.

## FIFTH GRADE.

### SUGGESTED MATERIAL:

To be drawn from the child's environment and other subjects of the curriculum. History, Literature, Geography, Nature Study.

### SUGGESTED EXERCISES:

Continuation of the work of the third and fourth grades.

Give much writing upon varied topics.

Continue oral work.

Encourage the use of a large vocabulary.

Introduce much word study in connection with the study of literature. Incidentally use varied forms of composition, as letters, essays, newspaper paragraphs, debates, discussions, fanciful sketches, simple business letters.

## SIXTH GRADE.

### SUGGESTED MATERIAL:

To be drawn from the child's environment and other subjects of the curriculum. History, Literature, Geography, Nature Study.

### SUGGESTED EXERCISES:

Continue the work of the fifth grade.

Give considerable attention to the exact use of the sentence.

Teach its two parts.

See that written work is divided into proper paragraphs in this as in all grades.

Allow only correct inflectional and other conventional forms.

# LANGUAGE AND GRAMMAR.

## LANGUAGE.

### SEVENTH GRADE.

Continue the work suggested for the sixth grade, drawing upon all the available sources for material, so that the thought studies and the expression studies shall be mutually helpful.

### SUGGESTED EXERCISES:

Articles and stories on topics drawn from history.

Sketches of characters in books read.

Fanciful sketches and descriptions of books read.

Descriptions of journeys.

Letters of invitation, acceptance, and regret.

Business letters.

**GRAMMAR.****SEVENTH GRADE "B."**

Definite, careful instruction in formal grammar should begin with this grade.

The unit of the work is the simple sentence.

Pupils should master the simple sentence thoroughly and be able to recognize subject, predicate and object, and should be drilled upon paradigms and inflectional forms as needed.

Parts of speech.

**SEVENTH GRADE "A."**

Parts of speech.

With the simple sentence still as a unit, make a more extended study of nouns, pronouns and adjectives.

Treat fully adverbs, appositives, predicate-nominative.

Continue work upon paradigms and inflectional forms.

Grammar lessons three days in the week throughout this year.

**LANGUAGE.****EIGHTH GRADE.****SUGGESTIONS AS TO MATERIAL:**

The whole of a child's life, particularly the other subjects of the curriculum.

**SUGGESTED EXERCISES:**

Much writing in various forms upon varied topics.

Much oral work.

Discussion of historical themes.

Character sketches. Reproduction.

Reproduction of stories.

Synopsis and review of books read.

Advertisements, applications, and business letters.

Business forms.

NOTE.—Allow no paraphrasing of poetry in any grade.

**GRAMMAR.****EIGHTH GRADE "B."**

The compound sentence. A careful study of its construction.

Analysis of simple and compound sentences.

Study of verbs and phrases.

**EIGHTH GRADE "A."**

Complex sentence. Study of its construction.

Analysis of simple, compound, and complex sentences.

Clauses, relative pronouns and other connectives.

Grammar lessons three times per week throughout this year.

## HISTORY.

In teaching the history of any nation or time, the first step is to select certain centers of crystallization about which facts and events of inferior significance naturally group themselves.

Such centers may be the names of great leaders, places which were the scenes of momentous occurrences or events of crucial significance. For example, Bunker Hill, Abraham Lincoln, 'The Dred Scott Decision. In teaching young children, the centers selected should be picturesque if possible. But they should always have a vital, causal relation to the units clustering about them.

Thoroughness in teaching history requires true perspective, the proper relation of events especially as to cause and effect. It is not necessary that *all events* be recorded, but that those recorded have significance and appear in due proportion.

A mere stringing together of occurrences of varying significance upon a plane of apparent equality, dissipates interest and produces a result the opposite of thoroughness. The difference is that between village gossip and history.

In the following outline but few centers are named, and it is left to the teachers to name more if necessary and to cull and relate facts of minor significance in their proper places.

Send children to available sources for their information. *Do not write on the blackboard for them to copy in note-books.*

If note-books are used, it should be to record the discoveries of the children as the result of searching the available sources of information.

### FIRST GRADE.

#### THE FAMILY :

Indian Life : Docas ; the Indian Boy, or Hiawatha.  
Eskimo Life : Agoonack.

#### WORLD STORIES :

Fairy Tales.  
Nature Myths.  
Stories relating to national and other festivals, particularly those having a patriotic purpose.

### SECOND GRADE.

#### HISTORIC HOMES (Primitive) :

Cave Dwellers.  
Cliff Dwellers.  
Tent Dwellers.  
Lake Dwellers.

#### HISTORIC HOMES (Ancient) :

Greek.  
Roman.

Saxon.

Stories suitable for the observance of National holidays.

**WORLD STORIES:**

Nature Myths.

Fables.

**THIRD GRADE.**

**LOCAL HISTORY:**

Stories associated with Rochester and with New York City and State.

Stories suitable for National holidays; in particular, stories of brave men.

During November treat of the community life of the early settlers in this state.

**WORLD STORIES:**

Great myths taken from the great national epics, such as Beowulf, Siegfried, Achilles, Aeneas, Rama.

**FOURTH GRADE. "B" CLASS.**

**WORLD STORIES:**

Stories of Nomads, as Abraham, Moses, Eric, Clovis, Magellan.

Stories of old Greece.

**FOURTH GRADE. "A" CLASS.**

Stories of the Explorers and Discoverers of the Western Continent.

**FIFTH GRADE. "B" CLASS.**

Stories of United States History.

Stories from Irving.

**FIFTH GRADE. "A" CLASS.**

**WORLD STORIES:**

Norse Stories.

Heroes of Conquest and Empire: as:

Alexander the Great.

Caesar.

Joshua.

**SIXTH GRADE "B."**

**WORLD STORIES. (Two days in each week):**

Stories of Chivalry.

Arthur and His Round Table.

U. S. History. (Use books for reference). (Two days in each week)

Mowry. History stories both general and of the United States.  
Peter, Gustavus Adolphus, Charlemagne, Napoleon, William I.

**SIXTH GRADE "A."**

**WORLD STORIES. (Two days in each week):**

The Legends of Early Rome.

Historical stories of Europe, Asia and Africa.

Mohammed, Kublai Khan, Hannibal.

U. S. History. Mowry. (Suggested topics from which teachers may make selection).

This work should be largely story work, connected with geography and literature. It should be picturesque, leaving vivid pictures in the children's minds. It should not be bare memory work, but should lead to much investigation by the children and should develop much interest. Good literature should be constantly employed to enforce and vivify the history tales.

#### SEVENTH GRADE. " B " CLASS.

United States History.

Prehistoric Period (briefly treated).

Review, explorations and settlements.

Topics suggested :

English influence on the various colonies, Dutch influence, French influence, Spanish influence.

French and Indian War.

Revolutionary Period.

Causes of Dissatisfaction.

Boston Tea Party.

Patrick Henry.

Benjamin Franklin.

Thomas Jefferson.

George Washington.

Alexander Hamilton.

Arnold and Andre.

Declaration of Independence.

#### SEVENTH GRADE. " A " CLASS.

Battles and campaigns of the Revolutionary War :

Lexington.

Long Island.

Retreat across New Jersey.

Trenton.

Philadelphia.

Valley Forge.

Monmouth.

Burgoyne.

Yorktown.

The building of the Constitution.

Early development of the West.



## EIGHTH GRADE. "B" CLASS.

United States history continued.

## TOPICS SUGGESTED :

Mexican cessions.

Slavery.

American statesmen and orators—

Clay.

Webster.

Calhoun.

Development of the government.

Causes of the Civil War.

Heroes of the Civil War—

Lincoln.

Grant.

Sherman.

Sheridan.

Lee.

Important battles and campaigns of the Civil War—

Peninsula.

Mississippi.

Gettysburg.

Sherman's March.

Wilderness.

Virginia.

Appomattox—Close of the Civil War.

The growth and work of the navy.

The South—

Before the War.

The Confederacy.

Reconstruction.

## EIGHTH GRADE. "A" CLASS.

Growth of the United States.

Territory.

Population.

Wealth.

Influence.

Literature.

Science.

Review.

Four days in the week, United States history by topics.

One day in the week, Civics.

## GEOGRAPHY.

The object in teaching Geography in school is to make the child acquainted with the earth as the home of man, the scene and the partially determining condition of his movements and achievements.

It should give him definite knowledge of a few important geographic facts, such as will supply him with stimulus and a key to further knowledge.

It should acquaint him with the common dependence of all men upon one another and upon their physical environment.

It should show the relation between habitat and plant and animal life, and how economic conditions are largely the product of such relations.

In particular, it should enable him to understand the triumphs of man over adverse material surroundings and put him in possession of such knowledge as will enable him to use the environing world to the best advantage.

### FIRST GRADE.

Study of plants and animals and natural phenomena, as forms of water.

Study of the home life of the child: such various interests and occupations as immediately affect the home life.

(Observing weather: weather vane, points of compass, making calendars.

### SECOND GRADE. "B" CLASS.

Calendar work.

Review of the work of the preceding grade.

Enlargement of the immediate home life in its relation to other homes.

(Observations made of plant and animal life and natural phenomena by field excursions, and through the use of such material as can be brought into the school room.

Direction: Winds (vane set), physical forces (story of Ulysses).

### "A" CLASS.

The child life of the various countries of the world, as affected by climate and physical environment.

This should be given to the children simply and in sharp contrast with their own, and should include the simple phases of social life and industrial life in other countries.

At this stage "natural phenomena," "land and water forms," "points of compass," and "maps" should be more thoroughly developed.

All should be in story form.

## THIRD GRADE. "B" CLASS.

Review of the work of the preceding grade.

Forms of land and water studied from local observation.

Drawing to scale.

Stories of the early settlements in Rochester and New York, with geographical reasons.

## THIRD GRADE. "A" CLASS.

Work of "B" Class continued.

Local geography: Historical, Physical, Political.

To be outlined in detail to meet conditions.

## FOURTH GRADE. "B" CLASS.

## THE WORLD.

This study should include form and relative size of the earth, simple zone study with reference to heat and cold, trade winds of hot belt, westerly winds of cold belt, plant and animal life, etc., and a study of the chains of highlands, forming the "backbone" of the lands, simple physiographic processes and the elements of drainage.

## DIVISIONS INTO CONTINENTS.

NOTE.—This study is to serve as a basis for the special study of each continent in its relation to the whole.

Continents in general should be studied as to:

1. General relief and relative size.
2. Their drainage and such features of their coast line as have an important bearing on commerce.
3. Their important political divisions.
4. The life of the people, and their important industries.
5. Their commerce, and a brief description of the plant and animal life in so far as these enter into the industries and trade.

## FOURTH GRADE. "A" CLASS.

## THE WESTERN HEMISPHERE.

North America, considered topically, as follows:

Relief.

Drainage.

Soil.

Productions.

Industries.

Facilities for transportation, and commerce.

Central America and South America studied along lines similar to those laid down for North America and in relation to it.

## FIFTH GRADE. "B."

The United States, first as a whole, then by sections, under the following heads:

Physical.  
Industrial.  
Social.  
Historical.

## FIFTH GRADE. "A" CLASS.

The Eastern Hemisphere studied along the lines laid down for the study of the Western Hemisphere.

## SIXTH GRADE.

The world by continents and countries.  
B—Western Hemisphere (excepting U. S.) and Europe.  
A—Asia, Africa and Oceanica.

## SEVENTH GRADE.

The United States in connection with its history.

## EIGHTH GRADE.

Commercial Geography.  
Physical Geography.

## NATURE STUDY.

It should be understood that throughout all the work in Nature Study the children must have an opportunity of studying the actual living specimens. Many of the specimens will live and grow in the school room ; but frequent excursions to study them in their natural surroundings are absolutely necessary. Short excursions to the school grounds and immediate neighborhood may be made often, and longer ones to the parks and country occasionally.

The teacher should require accurate observation and clear and truthful expression. The language and drawing lessons may be very profitably based on this work. Every topic should be studied in its economic relation. Nature Study is very closely connected with geography and should be correlated with it. Nature Study should also be correlated with literature. Care must be taken, however, that children do not read on any subject until after they have made their own observations.

It is not expected that the teacher will take up all of the topics suggested for each year ; but she may choose those which are best suited to the needs and opportunities of her pupils.

### FIRST GRADE.

#### FALL.

Color : fields, trees, sky, birds, flowers, charts of leaves and fruits.

Gardening : farm life, with excursions to farm.

Study of some common tree, as horse chestnut, apple or maple : leaves, fruit, uses.

Preparation of plants for winter.

Moths and butterflies : development, preparation for winter.

#### WINTER.

Color : snow and shadows, bare fields, forests, fruits.

Study of common vegetables and fruits.

Plant passivity.

Study of same tree continued ; trunk, branches, bark, buds ; study of some common evergreen, as pine or Norway spruce.

Domestic birds, as hen, duck, pigeon, canary, parrot : comparison of structure as related to food and habits ; family life and care for young.

## SPRING.

Color : opening buds and leaves, flowers, birds, insects.

Spring awakening of life.

Study of the same tree continued ; opening of buds, flowering, formation of fruit, uses of tree.

Gardening and farm life.

Moths and butterflies.

Simple talks on the weather throughout the year ; sunshine charts.

Stories and poems.

## SECOND GRADE.

## FALL.

Gardening and farming.

Study of tree as in first grade, as poplar, elm, oak or chestnut.

Dissemination of a few common seeds ; dandelion, milk-weed, stick-  
i ght, burr, maple.

Fruits : apples and apple-like fruits, stone fruits, nuts, berries.

Grasshoppers, locusts, crickets.

## WINTER.

How plants and animals pass the winter.

Study of tree continued ; also cedar or hemlock.

Study of vegetables and fruit continued.

Conditions of germination ; experiments to show effect of moisture, heat and light.

Let the children plant flower seeds, as sweet pea or nasturtium, and watch germination and growth to fruiting.

Comparative study of cat and rabbit, or other unlike animals.

## SPRING.

Gardening and farm life.

Rise of sap ; opening of buds ; springing up of plants from underground parts.

Tree study continued.

Recognition of a few common flowers.

Wild birds, as robin, English sparrow, crow, oriole : food habits, family life, use to man.

Forms of water ; wind and directions ; weather charts of sunshine and wind.

Stories and poems.

## THIRD GRADE.

## FALL.

Recognition of common flowers.

Trees ; kinds of oaks and maples ; other common deciduous and ever-green trees of neighborhood and in the parks ; ready recognition of them at all seasons ; uses to man.

Comparison of seeds, as to mode of dissemination ; use of various fruits to plants.

Planting of wheat.

Insect homes ; leaf rollers and miners, galls, tents, nests of wasps, bees, ants.

Migration of birds.

## WINTER.

Tree study continued.

Study of cereals.

Germination of squash, pumpkin, bean, or pea ; corn or wheat ; careful study of stages in each ; drawings made.

Domestic mammals ; horse, cow, sheep, etc. ; habits, structure, comparison, uses, products.

Experiments on air, heat, wind, thermometer, temperature.

## SPRING.

Trees and flowers.

Planting of corn ; study of wheat and corn plants.

Wild birds ; spring migration and nesting habits ; uses to man.

Insect homes continued.

Cloud forms.

Weather charts of wind, sunshine, cloud forms, and temperature.

Poems and stories.

## FOURTH GRADE.

## FALL.

General plant relationship ; no study of parts of flower by children, but simply recognition of relationship ; study of sunflower and comparison with other composites collected by children ; study of mint family.

Leaf venation ; parallel and netted veined leaves.

Bird habits continued.

Study of bugs and beetles ; aquaria with water insects.

## WINTER.

Germination of various plants having one and two cotyledons to compare; drawings.

Wild mammals in groups as far as can be studied; domestication; relations to man.

Comparison of food habits and adaptation of animals already studied.

## SPRING.

Lily, rose, and butter-cup families, studied in the same way as the composite family.

Leaf venation.

Study of flower parts sufficiently to recognize that parts of one group are usually in threes, never in fives, while parts of other group are often in fives. Children by this time should be able to separate the plants they find into the two great groups of monocotyledons and dicotyledons, and discover the distinctions for themselves.

Study of birds and insects continued.

General problems relating to seasons as suggested by United States Weather Bureau.

Effect of climate on man.

Stories and poems.

## FIFTH GRADE.

Wood: kinds; appearance in various sections; value of different kinds.

Forests: growth; enemies; preservation; lumbering.

Study of important plant families; flower parts.

Continued classification into groups of monocotyledons and dicotyledons.

Recognition of great groups of algæ, fungi, mosses, ferns, gymnosperms, angiosperms.

Clam, snail, cray-fish, lobster; fish; life habits.

Changes in coloration; protective coloration of mammals, birds, and insects.

How insects live; how they breathe; how they eat; experiments with food plants.

Literature.



## SIXTH GRADE.

Work of flower parts ; pollination, wind and insect ; provisions to prevent self-pollination and to secure cross-pollination.

Growth of fruit from flower ; careful study of various examples.

Study of different kinds of fruit as to provisions for seed dispersal.

Roots ; work, adaptations.

Stems ; work, adaptations.

Leaves ; work, adaptations.

Locomotion of various vertebrates and adaptations.

Bees, wasps, and ants.

Common minerals ; formation of rocks, as shale, sandstone, conglomerate, limestone, granite, etc. ; building stones ; formation and transportation of soil.

Literature.

## SEVENTH GRADE.

Ecological factors ; heat, water, soil, light, wind.

Plant societies.

Weeds and useful plants, with especial study of economic relations.

Differences between wild and cultivated plants ; methods by which our food plants have been produced from the original wild stock.

Development of frog and toad ; water insects ; study of habits in aquaria.

Simple experiments in Physics.

Literature.

## EIGHTH GRADE.

General physiology of plants and animals ; experiments.

Physics.

Economic relations of animals and insects.

Literature.

## PHYSIOLOGY AND HYGIENE.

Instruction in Pysiology and Hygiene with especial reference to the effects of narcotics must be given from the approved text-books in all grades in which it is required by law.

NOTE.—Sparlin's Topical Outlines and Questions in United States History, and Townsend's Problems in Arithmetic, Questions in Geography, and Exercises in Grammatical Analysis, will be found helpful to teachers.

## SUGGESTIVE OUTLINES TO SUPPLEMENT THE COURSE OF STUDY.

### THE INCIDENTAL TEACHING OF NUMBER IN THE FIRST GRADE.

*This teaching should be incidental, not accidental.*—That is, such teaching should not be left to chance, but should be given whenever the use of number is necessary for the clear imaging of objects or their relations. This will be found to be the case frequently in nearly all the subjects of the curriculum.

The teacher should watch for opportunities to employ number definitely, and should even make them whenever the subject matter under consideration is suitable.

It should be remembered that most children entering the first grade, especially those coming from the kindergarten, have already a considerable stock of number ideas. The number sense is then quite alert. The teacher should see that none of this is lost, but that the development thus indicated continues rationally without break.

“Unless there is to be arrested development when the child enters school, some function must be found with reference to which he may utilize his ability to count—the number sense becomes vitilized and truly educative at this point by being largely directed towards the definition of values in the form of measurements.”—DR. JOHN DEWEY.

The first exercises should be *counting* and *making comparisons*. For these the children are ready. *In all cases first ascertain what the children can already do, then proceed to increase their knowledge and power.*

#### B CLASS—FIRST GRADE.

COUNTING.—In counting the child gets an idea of the *whole*, the *parts* and the *how many*.

Start with a whole and count by *single* things; *e. g.* Count the number of girls in the room, of boys, of children, of desks, etc. Test how far the number names are significant; *e. g.* name the number and have corresponding objects selected.

Count thus two rows of girls, of boys, of desks, of blocks; how many twos? Count pairs of eyes, how many pairs? Pairs of hands, how many pairs, etc., etc.

Count groups of three, how many threes? etc. Groups of four, etc. Count the same quantity with different units or groups, *e. g.* these twelve pupils: by twos, how many? By threes, by fours, by sixes, etc., to determine the different numbers (how many), that measure the same quantity. Count different quantities with the same unit of measure.

This lot of six (pupils, etc.,) by threes.

This group of twelve by threes.

This group of fifteens by threes, etc.

Toy money may be used with advantage for counting.

### COMPARISONS.

This should be first indefinite then definite. Have pupils make comparisons involving ideas of more or less, larger or smaller, *e. g.* the length of the desk is greater than the width, etc. One child is larger or smaller than another. One pile of books is higher or lower than the other.

A line is long or short in comparison with another, etc.

Draw lines of varying lengths on the board and have pupils measure to find number of inches long, etc.

Draw triangles, squares, rectangles, etc., and have pupils measure sides and find number of inches, etc.

### A CLASS—FIRST GRADE.

Measurements,—Counting may be extended to exact measurements.

Count the number of inches in a foot.

Count the two inches in this foot rule (or line) ; the three inches, etc.

Count the number of three inches in lines, ten, twelve, fifteen, eighteen inches long, and so on.

Cut out of card board strips respectively one inch, two inches, three inches, twelve inches, etc., long by one inch wide. Ask pupils to select the three inch strip, the five inch strip, etc.

Make squares whose sides are respectively two, three and four inches.

Make oblongs two inches by three inches, three inches by four inches, four inches by five inches, etc. Divide into square inches, etc.

Make simple measurements with the foot rule and tape measure, *e. g.*, measure the width of a desk, sides of the room, length of table, height of children, the number of inches around head, around chest, etc.

Measure the distance between points with the foot rule, the yard stick.

What number do you get? How many feet? How many yards?

Measure from finger tip to finger tip.

Measure from crown of head to sole of foot, etc.

The regular occupations will suggest many similar exercises.

Employ figures naturally that children may learn their uses.

## MATERIAL NEEDED.

Blocks, acorns, horse chestnuts, shells, etc., are valuable for counting. Every child should have a foot rule, marked in inches for measuring and objects of various sizes for comparison.

Children during the first year should learn to count by twos, threes, fours. They should also become thoroughly familiar with the proper use of terms for comparison of units or objects, and acquire a knowledge of inch, foot, and yard as units of linear measurement.

"Thought consists in the establishment of relations. There can be no relations established, and, therefore, no thought framed when one of the related terms is absent from consciousness."—H. SPENCER.

## ARITHMETIC.

### B CLASS—SECOND GRADE.

The suggestions for the first grade should be reviewed and elaborated. Counting by 2's, 3's, 4's, 5's, 6's, etc.

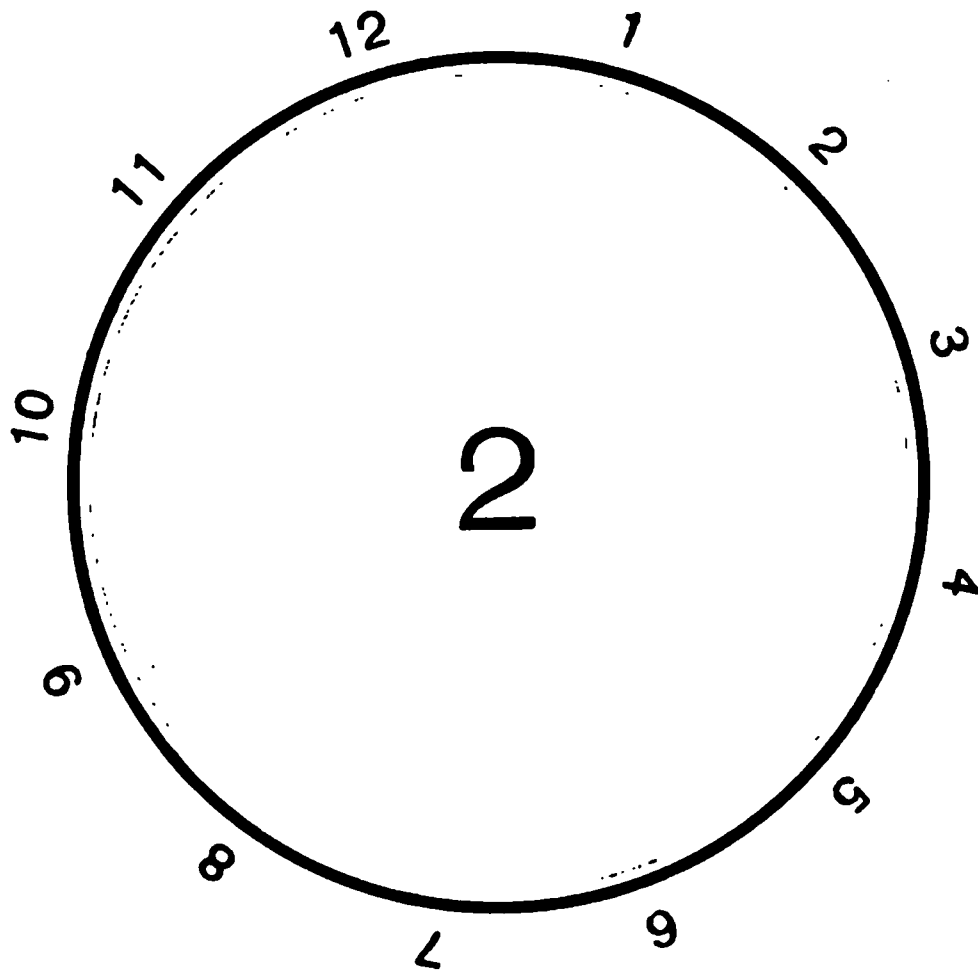
Comparisons of objects of various sizes.

Continue the use of foot, inch and yard through actual measurements.

The object in this grade, as is in the first, is to create an interest in number by dealing with familiar things, rather than abstract quantities.

Have pupils ascertain for themselves prices of various articles used in and about the home, ranging in price from one to twelve cents, or from one to twelve dollars. Make lists of such articles and have pupils evolve problems. For example :

GROCERY STORE.				DRY GOODS STORE.				FRUIT STORE.	
Sugar . . . . .	6	cents	per pound.	Calico . . —	cents	per	yard.	Oranges.	
Raisins . . . . .	11	"	"	Thread . —	"	"	spool.	Dates.	
Lard . . . . .	10	"	"	Needles . —	"	"	paper.	Apples.	
Beans . . . . .	7	"	quart.	Hose . . —	"	"	pair.	Grapes.	
Soap . . . . .	3	"	cake.	Mittens . —	"	"	"	Figs.	
Starch . . . . .	4	"	pound.	Ribbon . —	"	"	yard.	Peaches.	
Tomatoes . . .	9	"	can.	Pins . . —	"	"	paper.	Pears.	
Clothespins . .	2	"	dozen.						
Crackers . . .	5	"	pound.						
Currants . . .	8	"	"						



The numbers around the circle are the prices of articles which the pupils have found. The figure within the circle shows the *number* of articles to be bought. Teacher points to three, and pupil buys two of something at three cents. For *example*: If a cake of soap costs three cents, two cakes will cost six cents.

This forms a practical basis for the multiplication table.

The reverse relations may also be taught—pupils readily see that “if two pounds of sugar cost twelve cents, one pound will cost six cents.”

The figure within the circle should be changed when the children are thoroughly conversant with the one in use.

A list should always be kept on the blackboard, and the prices changed from time to time, according to the market.

In connection with this work the table of weights and measures should be developed. Children should handle the various measures and be allowed to measure freely.

#### A CLASS—SECOND GRADE.

Review all the subjects previously suggested, and extend each by broader applications of the real value of things studied.

Elaborate the first pages of the Rational Arithmetic, by direct application of the steps therein evolved, in measurement and comparison, to the practical drawing and constructing of objects.

Create interest, arouse mental activity, and appeal to the sense of utility, by having children *do* at every step of the process, by allowing them to deal with familiar articles and prices.

## OUTLINE FOR FIRST GRADE.

This outline contains abundant suggestions of material and occupations from which teachers should select such as they can readily follow.

DO NOT TRY TO FOLLOW THEM ALL  
DO WHAT YOU CAN DO WELL

Throughout the year use *stories* and *poems* as suggested in the course of study and the graded list, suitable for the season and correlating with the other work.

### SEPTEMBER—FAMILY LIFE.

*General Theme.*—Child's interest in things about him. Home activities leading to a comprehension of the following:

*Underlying Principle.*—Right relationships. Relations with other living beings. Mutual helpfulness essential for happiness.

#### FAMILY LIFE.

Families—Homes of children. Homes adapted to occupants. Experiences of home life. Family relationships.

#### NATURE.

Other homes and families, as: Animals, insects, birds, bees, plants.

### OCTOBER—INDIVIDUAL FUNCTIONS.

*In the home.*—The contribution of father; his occupation.

Mother; her duties in the home.

Brothers and sisters; their daily interests.

*The Analogy of Nature.*—The preparation for future life as observed in the care and preparation for their long winter rest.

LEAVES—Fall changes, the falling leaves.

BUDS—How formed, how protected.

FLOWERS—Their function.

SEEDS—Story of seeds, their many ways of travel.

EDIBLE FRUITS—Where and how they grow, use to nature and to man.

NOTE—Classify fruits under main type forms for comparison and discrimination.

CATERPILLARS—Color, movements, where found, food. *Cocoons*:

How made, when, where. Transformation into the butterfly.

BIRDS—Migration.

## NOVEMBER—HARVEST: THANKSGIVING.

*General Theme*.—Child's growing interest in activities about him. Winter preparation in family and in nature. Place of individual. Result of universal labor.

*Underlying Principle*.—Relation of family to civil society. Interdependence of nature and man. Thankfulness.

## WORK OF THE FARM.

GRAIN—Kinds, who planted them, where, how, for what? Who grinds them, where, into what? (Story from seed to loaf.)

VEGETABLES—Gathered and distributed for winter.

FRUITS—Gathered and distributed for winter.

SQUIRREL—Covering, movements, food, habits, home, work.

## PREPARATION FOR THANKSGIVING.

The First Thanksgiving—Things for which to be thankful.

Thanksgiving Celebration.

Indian Life—Hiawatha or Docas.

## DECEMBER—CHRISTMAS: DOING AND GIVING.

*General Theme*.—Children's interest in the home as the center of social and benevolent activities. In the Christmas holidays. The joy of giving—of loving.

WINTER—Frost, ice, snow (beauties of nature).

Animal life—example:

SHEEP—Covering, movements, food, habits, home.  
What the sheep gives.

Santa Claus—His work for others (how we get ready for him, how we can help him).

Our work for others. *Love*—The measure of our gift.

Story of the First Christmas.

Christmas Celebration.

## JANUARY—CO-OPERATION THROUGH INDUSTRY.

*General Theme*.—The child's interest in the home, in the activities and industries about him. A fuller development of *thankfulness* and of loving and giving, leading the child through the study of other people, to a sense of kinship with all the world.

*Underlying Principle*—Relation of family to civil society. Gratitude, protection, interdependence and co-operation.

**TIME**—New Year season, month and days.

**VACATION EXPERIENCES**—Toys, games, etc., what the "New Year" has brought to us.

**TRADES**—New things that have come to us. Where they come from. Busy father who earns the money. Busy mother who cares for the home. Brothers and sisters, what they do for us. Other people that help. Woodworking, knitting, shoemakers, baker, etc.

**ESKIMO LIFE**—Agoonack. Appearance of the country. Personal appearance of the people. Dress: material; how made. Homes: how built; furniture. Food: how obtained; cooking utensils. Vehicles for travel: how made; how drawn. Occupations: hunting; weapons used. Fishing boats: kinds; how made.

**WINTER**—Nature's rest. Color; snow and shadows, bare fields, forests. Winter appearance of trees. Observing weather, changes in length of days and nights. Snow crystals, ice.

## FEBRUARY PATRIOTISM: RELATIONS WITH COUNTRY.

*General Theme*—Formation of ideas of patriotism, heroes, birthdays.

*Underlying Principle*—Our relation to organized society and to state, dependence.

**HEROES**:—LINCOLN. The boy, his home life, games, occupation, interests, etc. Industrious, ambitious, to what he attained, etc.

**WASHINGTON**—The boy, his home life, games, occupations and interests. The soldier and captain.

**OTHER BRAVE MEN**—Policemen. Firemen. Brave children.

**LONGFELLOW**—The children's poet.

**ST. VALENTINE'S DAY**—Story of the Good Saint. Messengers of love. Postman.

**PIGEON AND CANARY**—Compare as to home life, habits, uses, etc.

**OBSERVING WEATHER**—Longer days and shorter nights. Winter observation of trees, etc.

## MARCH—BEGINNING OF SPRING.

*General Theme*—Forces of nature, children's interest in the activities of nature as related to the home. Our dependence upon these. Wind, direction.



*Underlying Principle*—Unseen power behind all things. Weather vane and points of compass.

WIND—North, east, south and west wind. What each brings. Things dependent upon wind; sail boats, wind mills, kites, etc. What the wind does, effect upon nature, etc.

WATER—Things dependent upon water. How utilized by man; water wheels, mills, navigation, etc.

SUN-HEAT—Melting of ice and snow.

MAPLE TREES—Observe coming changes. Sap flowing, sugar.

LILY BULBS—Plant and observe Chinese lily bulbs.

PUSSY WILLOWS—Where grow, use.

#### APRIL—SPRING AWAKENING OF LIFE AND NATURE.

*General Theme*—Children's interest in the activities of nature as related to the home. Patience, waiting for results, continuity of development. Easter.

*Underlying Principle*—Right use of opportunities, reverence.

EASTER—Awakening of nature. Lead pupils to see and feel the power of the spring awakening in a few of its many expressions.

LILY BULBS—

BUDDING OF THE TREES—Observe and compare opening of buds, flowering, etc.

COCOONS—Butterflies, moths.

RETURN OF THE BIRDS—Seeking a place for homes, nests, how and where dwell, etc.

CHICKENS AND DUCKS—Food, habits, family life and care for young, etc.

RAIN—Spring showers. Observe work of rain. "Spring house cleaning."

SPRING FLOWERS—Trips to the woods and fields.

GARDENING—At home and at school.

#### MAY LIFE IN NATURE—GROWTH.

*General Theme*—All nature is active. Freedom. Self activity. Development. Nature's expression for our benefit and pleasure.

GARDENING—At home and at school.

THE FARM—Work on the farm as related to all life. The home, etc.

FLOWERS—Trips to the fields to gather flowers; where they grow, how they grow, color, etc.

BEEES—Ants, fishes and frogs observed as to development. Where found. Activity, industry, etc.

MEMORIAL DAY—

## JUNE—BEAUTY IN NATURE.

*General Theme*—Summer changes in the home. Preparing for vacation. Growth and beauty in environment.

*Underlying Principle*—Universal relationship. Love and care of flowers, birds and other animals and for each other.

## CHANGES IN THE HOME—

*Clothing*—Why needed, what they are.

*Food*—How different in summer from winter. Classification.

*Changes in Light and Heat*—Why more light and heat. How these are used. How we protect ourselves from them.

## PREPARATION FOR VACATION—

Flowers, verdure, cloud, sky, rainbow. sunshine. Excursions, means of travel, locomotives, boats, trolley cars.

"Everything is unity: everything rests upon, strives for and returns to unity."—FROEBEL.

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## OCCUPATION WORK.

“The busy have no time for tears.”—*Byron*.

“To play, to build, to construct, are the first tender  
flower of a child's life.”

Every school exercise should be truly educative. The function of the teacher then is to *direct* the child's energy and help him to make his activity useful. “The destiny, the privilege, the glory of man is to work, to do, to create.”

It is through *expression* that the indefinite mental image takes shape and becomes a definite image. The intensity of the desire on the part of the child to *express* depends upon the intensity of the *impression*.

The school should furnish all possible means for varied expression, for the more ways in which a child can express an idea, an image, and the wider the range of expression the richer and clearer becomes the thought content.

“*Occupation work*” is as imperative in its claims as the recitation. It is necessary to hand an eye training, to introduce the concrete,—to remove difficulties and to strengthen weak places. No period of the school program demands more thoughtful planning and more careful preparation than this.

The material should be so adapted and presented that it will not only arouse and strengthen ideas in the child's mind, but will also provide conditions for gaining new ideas. It should be so selected as to have a definite purpose, and should either *supplement a lesson already taught, teach a lesson in itself, or aid in the preparation of a new lesson*.

All forms of expression and manual work should stimulate the child to attain some end which he feels to be good and worthy of his best effort. Work under the stimulus of the very best of motives tends to the forming of right habits.

In the various modes of expression and the manual arts, the child gains power through *doing* which enables him to construct and to create; also to adapt all material which comes to hand for the expression of his ideas.

The child reveals his *interests*, his experiences and powers through the various modes of expression.

The material or medium of expression depends upon the nature of the subject. Such material should be used as will allow the fullest and most satisfactory expression. In all forms encourage *Large, Free Work*.

## MODES OF EXPRESSION SUITABLE FOR SCHOOL USE.

### I. MODELING IN SAND OR CLAY.

Sand modeling may be used for natural land areas. The sand table is one of the most useful articles in the class room. Encourage the child to create, construct and build for the *representation* of all stories told; for example, Hiawatha, The Landing of the Pilgrims, Knights of the Round Table, Robinson Crusoe, The Three Bears, Ulysses, etc. The greatest freedom should be allowed the child in his representation. It should tell the story as *he* sees and feels it. This phase of utilizing the things the child has made tends to cultivate power in *oral language* expression. The moment a child creates something to represent *his* idea of the story, he is free to talk about it.

The sand table may be used to represent different occupations and the tools or implements used in each: as those of the farmer, carpenter, blacksmith, shoemaker, etc.

Describe and represent the work of the seasons and the implements used: as the planting of gardens in spring.

Represent the work of each day in the home, etc., and the things needed in each kind of work.

Represent the means of transportation observed on land and water, or imaged from stories and pictures: as boats, bridges, wagons, caravans, trains of cars, etc.

Illustrate inventions.

Illustrate the successive pictures represented in a poem.

*Clay modeling* should be used for representing objects requiring three dimensions: or in relief; for models of huts, houses or parts of architectural structures and decorative detail, for utensils, for models of animals, for all objects in nature study or history requiring a plastic medium for correct rendering.

### II. WEAVING, BRAIDING, KNOTTING.

Weaving, braiding and knotting: Raffia, cotton, and coarse woolen yarn may be utilized in the construction of mats, miniature rugs, doll hats, wall pockets, sewing cases, calendar backs, shopping and book bags.

In the study of primitive people, the child, through this material should be led to appreciate the evolution of this form of industry.

### III. MAKING—CONSTRUCTION.

Cardboard and paper are good materials for the making of various articles suitable for use in the school room—such as boxes, envelopes to hold words, sentences and pictures; trays and baskets to hold small articles such as seed, shoe pegs, etc.

Also to make articles illustrating the ideas gained from regular lessons in history and literature: as, the homes and occupation of primitive people studied, weapons, utensils, modes of travel and inventions.

Articles for the use of others, simple but useful gifts, appropriate to festival occasions for those at home, or for other children who may be less fortunate.

### IV. PAINTING—WATER COLORS—INK.

Painting with water colors, ink or colored crayons should be used for illustrating those phases of life and nature that possess the color elements.

### V. PAPER CUTTING AND PASTING.

The representation in cutting should always be *free hand*, cutting first from the object and later from imagination. The child may make his story better understood by pasting the cuttings in order upon a background of some contrasting color.

### VI. DRAWING.

With brush, crayon or pencil illustrate a story that has been told or read, also follow carefully the outlines of the Drawing Supervisor, making use of them in connection with all other subjects, whenever it is possible.

### VII. PICTURES.

Encourage pupils to collect pictures connected with work being done; as pictures of people of other countries, their manners and customs of living, etc. (Carefully mount and classify them.)

Note.—In planning the hand-work with the children, take time for discussion and explanation, ascertaining that every child knows clearly what he is to make, to what use it will be put, and also that he feels *so sure* of materials and plans that he can work freely and independently.

Criticism, Commendation and Encouragement are tools in hands of the teacher to inspire closer study and awaken enthusiasm and desire for improvement on the part of the pupils. The pupil should be allowed to be his *own critic* first.

Improvement must be noticed by the teacher. Growth will be shown in pupils' work after a just criticism has given rise to more accurate observation.

In all work the children should be trained to habits of economy in the use of materials; neatness and order in care of materials; honesty and accuracy in having the work so well done that it fulfills its intended purpose.

All work done by the child when not under immediate supervision should truly tell his power and his needs.

The child through these various forms of educational activity not only gains habits of order, skill and industry, but his powers of observation, attention, memory, association, judgment, and accurate reasoning are developed.

Dr. E. R. Shaw, in "Three Studies in Education," discussing the "Value of Motor Activities in Education," says: "Seek in every subject of study in the lower grades to provide motor activity at least as an accompaniment of study and of recitation. If possible, however, invent means which shall use up the motor tendencies, and at the same time make them a contributing part in the more purely thought work of the child. In short, let some *doing* accompany all the child's efforts to learn."

#### REFERENCES :

- |  |   |   |   |                    |
|--|---|---|---|--------------------|
| Clay Modeling for Schools,                     | - | - | - | G. S. Haycock.     |
| Raffia and Reed Weaving,                       | - | - | - | E. S. Knapp.       |
| Story of a Sand Pile,                          | - | - | - | G. Stanley Hall.   |
| How to Make Baskets,                           | - | - | - | Mary White.        |
| Paper and Scissors in Her School Room,         | - |   |   | Miller Bradley Co. |
| A Sand Pile (St. Nicholas Mag. Aug. 1886),     | - |   |   | H. M. Lay.         |
| Three Studies in Education (Motor Activities), |   |   |   | E. R. Shaw.        |

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## VOCAL DRILL.

“Once more, speak clearly, if you speak at all,”  
Carve each word before you let it fall.

—O. W. HOLMES.

To speak or read in pure tones one must breathe deeply, stand erect, open the mouth freely, pronounce distinctly and speak clearly.

Lord Bacon said: “A man would better address himself to a stone statue than suffer his thoughts to pass in smother.”

A good voice possesses *purity*, *strength* and *compass*.

### SUGGESTIONS.

The following suggestions are given to aid in developing purity, strength and compass of voice on the part of the pupils. Teachers may add others to these.

Pronunciation is the utterance of syllables and words; it includes *articulation* and *accent*.

Articulation is the utterance of elementary sounds contained in a syllable or word; hence without clear and distinct articulation, there can be no correct pronunciation.

Pupils should have daily practice in repeating elementary sounds, also in pronouncing the consonant combinations composed of these sounds.

### ARTICULATION.

Faulty articulation may arise from one or more of the following:

1. The omission of a sound (hist'ry for history).
2. The use of more sounds than necessary (ca'ow for cow).
3. The substitution of the wrong sound (jest for just).

NOTE.—In pronouncing words, also in the reading of sentences, see that children pronounce and *articulate every sound* distinctly.

## EXERCISES FOR PURE QUALITY.

## I GRADE.

- (1) Practice in rich, musical tones the long vowels  $\bar{a}$ ,  $\bar{e}$ ,  $\bar{i}$ ,  $\bar{o}$ ,  $oo$ ,  $\ddot{a}$ ,  $a$ ,  $c$ .
- (2) Sing each long and short vowel to the scale, ascending and descending.
- (3) Repeat each voice consonant several times; first with rising, then with falling inflection.

## II GRADE.

- (1) Sing the syllable  $\ddot{a}h$  to the scale up and down.
- (2) Practice the vowels  $\bar{e}$  and  $\ddot{a}$  together.
- (3) Repeat the syllables  $nee$ ,  $\ddot{a}h$ ,  $nee\ oh$ ,  $nee\ you$ , slowly, then more and more rapidly.

## III GRADE.

- (1) Sing the syllable  $se\ddot{a}$  to the scale, letting the under jaw fall freely.
- (2) Repeat the syllables  $ip$ ,  $it$ ,  $ik$ , slowly, then more and more rapidly.
- (3) Practice the following tables, using the mouth vigorously:

(a) $b-p-b-p$	(b) $d-t-d-t$	(c) $g-k-g-k$	(d) $j-ch-j-ch$
$b-p-p-b$	$d-t-t-d$	$g-k-k-g$	$j-ch-ch-j$
$p-b-p-b$	$t-d-t-d$	$k-g-k-g$	$ch-j-ch-j$

## IV GRADE.

- (1) Sing the syllable  $f\ddot{a}$  to the scale, letting the under jaw fall freely.
- (2) Repeat the scales  $\bar{e}$ ,  $\bar{i}$ ,  $\bar{a}$ ,  $\check{e}$ ,  $\check{a}$ ,  $oo$ ,  $\overset{\sim}{oo}$ ,  $\bar{o}$ ,  $a$ ,  $\check{o}$ , with pure musical tones.
- (3) Practice the following tables, using the mouth vigorously.

(a) $r-f-r-f$	(b) $z-s-z-s$	(c) $zh-sh-zh-sh$	(d) <del>th</del> -th- <del>th</del> -th
$r-f-f-r$	$z-s-s-z$	$zh-sh-sh-zh$	th- <del>th</del> -th-th
$f-r-f-r$	$z-s-z-s$	$sh-zh-sh-zh$	th- <del>th</del> -th- <del>th</del>

NOTE.—Each grade should review the work of the preceding grade or grades.

## SOUND DRILL.

- I GRADE. Long and short vowels and consonants.
- II GRADE. All vowel sounds and consonants.
- III GRADE. Work of preceding grades, including much drill in initial consonant combinations.
- IV GRADE. Work of preceding grades, with much drill in *terminal* consonant combinations.



## TABLE OF ELEMENTARY SOUNDS.

## VOCALS.

ā as in ate	ě as in met	ū as in mute
ǎ “ at	ẽ “ her	ǔ “ cup
ä “ arm	ī “ ice	u “ full
a “ all	í “ it	ou “ our
ā “ care	ō “ go	oi “ oil
·a “ ask	ó “ not	ōō “ fool
ē “ me	o “ do	oo “ foot

## SUBVOCALS.

b as in bid	r (trilled) as in roll
d “ did	v as in vine
g “ gag	w “ well
j “ jug	y “ yes
l “ lull	z “ zone
m “ man	th “ this
n “ name	zh “ ozier
r (smooth) as in lard	ng “ sing

## ASPIRATES.

p as in cap	h as in hat
t “ take	s “ sun
k “ cake	sh “ shall
ch “ church	f “ five

th as in their

NOTE.—Make lists of words containing each of the above sounds, and have pronounce the words containing them.

## CONSONANT COMBINATIONS.

## I. INITIAL COMBINATIONS.

bl as in blow	sk as in skill
br “ brave	sl “ sleep
dr “ drag	sm “ smell
dw “ dwell	sn “ snap
fl “ flour	sp “ spin
fr “ fret	st “ stone
gl “ gloom	sw “ swing
gr “ grade	shr “ shrill

## INITIAL COMBINATIONS.—Continued.

wh as in which	skr as in scrub
(k) cl “ cling	spl “ splint
(k) cr “ crown	spr “ spruce
pl “ plum	str “ strong
pr “ pray	thr “ three
thw as in thwart	

## II. TERMINAL COMBINATIONS.

ed as in robbed	ffs as in cliffs
dth “ width	ks “ rocks
dths “ breadths	ts “ bats
bs “ snobs	sk “ mask
ds “ beds	sps “ clasps
lch “ filch	st “ mist
lge “ bulged	fth “ fifth
dge “ budge	pth “ depth
ld “ fold	sts “ fists
lds “ holds	ched “ filched
dged “ budged	lged “ bulged

NOTE.—Make list of words containing each of the above consonant combination sounds and have pupils pronounce them.

## ILLUSTRATIONS.

## I GRADE.

pat-a-cake	rock-a-bye	north
baker's	baby	wind
man	cradle	blow
cake	green	snow
just	father's	robin
fast	nobleman	poor
roll	mother's	thing
mark	queen	sit
brown	Betty's	barn
	lady	keep
cock	wears	warm
doth	gold	hide
crow	ring	head
let	Johnny's	wing
know	drummer	thing
you	drums	
wise	king	
time		
rise		

Shoe the colt  
 Shoe the colt ;  
 Shoe the wild mare ;  
 Here a nail,  
 There a nail,  
 Yet she goes bare.

I had a little pony,  
 His name was Dapple-gray,  
 I lent him to a lady,  
 To ride a mile away ;

She whipped him, she slashed  
 She rode him through the mi  
 I would not lend my pony no  
 For all the lady's hire.

Some little mice sat in a barn to spin ;  
 Pussy came by and popped his head in :  
 " Shall I come in and cut your threads off ?"  
 " Oh, no ! kind sir, you will snap our heads off."

## II GRADE.

If I'd as much money as I could spend,  
 I never would cry : " Old chairs to mend !"  
 " Old chairs to mend ! Old chairs to mend !"  
 I never would cry : " Old chairs to mend !"

If I'd as much money as I could tell,  
 I never would cry " Old clothes to sell !"  
 " Old clothes to sell !" " Old clothes to sell !"  
 I never would cry : " Old clothes to sell !"

Hear the sledges and the bells,  
 Silver bells !  
 How they tinkle, tinkle, tinkle,  
 In the icy air of night !  
 Oh ! the bells, bells, bells, bells !  
 Do well, do well, do well, do well !  
 In mellow tones rang out a bell.  
 Over the hills the farm boy goes,  
 Cheerily calling : " Co, boss ; co, boss ;"  
 Farther, farther over the hill,  
 Faintly calling ; calling still,  
 " Co, boss ; co, boss ; co, co, co."

## III GRADE.

Robert of Lincoln is gaily dressed,  
 Wearing a bright, black wedding coat ;  
 White are his shoulders and white his crest ;  
 Hear him call in his merry note :

“ Bob-o-link ! Bob-o-link !

Spink, spank, spink !”

Look, what a nice new coat is mine ;  
 Sure there was never a bird so fine.

Chee, chee, chee.

Hushed the people's swelling murmur,  
 While the boy cries joyously :

Ring ! ring ! Grandpa,

Ring ! O, ring for liberty—

Like a child at play,  
 Comes tripping along her joyous way,  
     Tripping along,  
 With mirth and song,  
 Laughing, loving May.

## IV GRADE.

Amidst the mists and coldest frosts,  
 With barest wrists and stoutest boasts,  
 He thrusts his fists against the posts  
 And still insists he sees the ghosts.

And round and round the rugged rocks, rude, ragged rascals ran.

The brightest stars are burning suns ;  
 The deepest water stillest runs ;  
 The laden bee the lowest flies ;  
 The richest mine the deepest lies ;  
 The stalk that's most replenished  
 Doth bow the most its modest head.

It is not what we earn, but what we save, that makes us rich. It is not  
 what we eat, but what we digest, that makes us strong. It is not what we  
 read, but what we remember, that makes us useful.

The following poems are especially strong for articulative exercises. Selections may be made from them :

The Cataract of Lodore.—Robert Southey.

The Old year and the New.—Tennyson.

The Brook.—Tennyson.

The Old Clock.—Longfellow.

The Ballad of East and West (opening stanzas).—Kipling.

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## CLIFF DWELLERS.

### SECOND GRADE.

I. Kind of People: describe characteristics—Personal appearance.

II. Where they lived; describe region in Arizona and New Mexico, its rocks, sand, dryness, barrenness except along the rivers, etc.

III. Their Homes. Kinds (Lowland Village, Cave Dwelling, Cliff Houses). Where and how each was built, materials used, difficulties in getting material, furniture of the house. (Have pupils work out for themselves what the material would be from the character of the country. Tools used).

IV. Their Government.

Clan or Communistic Life.

V. Food.

What.

How obtained.

Implements used.

VI. Clothing.

What.

How obtained.

Weaving and making of loom making clothing.

VII. Occupations.

Farming.

Making of Pottery.

Weaving.

Basket Work.

VIII. Religion.

### References:

Lolani—The Little Cliff Dweller.

Webster. Among the Cliff Dwellers. *Am. Naturalist*, 27:435.

Schwatka. In the Land of the Cave and Cliff Dwellers.

Cliff Dwellings of Mexico. *Spectator*, 64:588.

Cliff Dwellings of Arizona. *Science*, 11:257.

Skertchly. Cliff Dwellers of the Far West.

Hardacre. Cliff Dwellers. *Scribner*, 17:266.

Mason. Cliff Dwellers. *Sandal. Pop. Sci.*, 50:676-9.

## GEOGRAPHY FOR THE FIRST FIVE GRADES.

The work of each grade should be preceded by a careful review of the work of the previous grade or grades.

Geography is not only a description of the earth's surface, but a treatment of the people who inhabit it, and their life as related to climate and physical environment.

The lessons in Nature Study in the first and second grades form a basis for work in Geography in giving concepts which the pupils will use more or less in all geographical study.

### WEATHER OBSERVATIONS.

Make a copy of month's record for future use when it is kept on the blackboard. (It is an economy of time to keep record on a large sheet of cardboard). At the close of each month the teacher should aid the child in stating general conditions of the month. For example:

September—Bright sun, rather high; warm days; days and nights nearly equal; green leaves; fruits ripening; birds still heard; crickets chirp; thistle, sunflower, aster and goldenrod in bloom.

At close of each season record general conditions of heat and moisture, lengthening or shortening of days and prevailing winds. Aim to establish clearly:

In winter—coldest, shortest days; low sun, very slanting rays, long shadows.

In summer—warmest, longest days; high sun, rays nearly vertical, shadows short.

In spring and autumn—mild days and nights, nearly equal in length; sun's arch between highest and lowest; rays not so slanting as in winter; shadows not so long. (Length of shadow taken at noon on the same day of week if possible.) A post in the yard may be taken to measure shadow. Notice the change in the place where sunlight falls in the room each week during the year.

Thermometer record—same hour each day.

Moon phases—when seen and where; sunrise and sunset; evening star.

Sun—form, apparent size and color, rising and setting, apparent change of place in different seasons.

Sunrise—dawn; noon; sunset; twilight; night. (See picture and story of Aurora in "Brooks and Brook Basins," page 2).

Stars—many: some twinkle; others shine steadily; some brighter than others; evening star, north star and dipper. Myths and poems given.

Wind—direction, how named; which are warm winds; which cold; which bring storms. Uses.

Weather-vane and weather signals should be made and used for weather study.

### FORMS OF WATER.

Rain—drops, varying in size, form clouds; showers; storms; which season has most rain; measure rainfall; use to man, plants and animals; power to cleanse; to float objects, to carry soil and to dissolve.

Snow—flakes, etc., as above:

Hail—Ice, balls of different sizes and shapes; falls from clouds.

Dew—drops, collect on objects; when formed; when seen; heavy or light.

Frost—crystals; form on objects; when seen; heavy or light.

Clouds—mass of water in tiny drops; colors; forms; moved by the wind; seen all the year.

Fogs—clouds near the ground; dampen objects; seen occasionally.

Mist—

Ice—crystal; how formed; when made; effect on object holding it; light or heavy; season.

NOTE.—Many beautiful poems may be connected with this study.

### POINTS OF COMPASS.

Cardinal and semi-cardinal points taught out of doors from the sun.

Teach relative positions.

How to find directions at sunrise; sunset; noon.

Mark lines in yard showing chief directions.

1. Locate pupils with reference—
  - a. To different parts of the room.
  - b. To other pupils.
  - c. To objects in the room.
2. Locate room with reference—
  - a. To other rooms on the floor.
  - b. To other parts of building.
3. Locate buildings with reference—
  - a. To parts of yard.
  - b. To child's home.
  - c. To objects of interest near by.
  - d. To part of city.

Locate adjoining streets and state directions in which they extend.



## MAPS.

- a. Of school room.
- b. Of school house.
- c. Of yard, square, district.
- d. Of city.

NOTE.—While drawing maps, children should face the north when possible.

Measure sides of room ; compare lengths.

Draw line representing north side of room and mark it, follow with the east, then south, then west.

REVIEW THESE POINTS.—While facing north, hold a child's paper against the blackboard on north side of room and draw similar plan on board. DRILL, and have children continue to draw plans until it is clear that north is at the top of the map, south at the bottom, etc. (Thus develop map idea).

## FIELD LESSONS.

Children should be led to see the wonderful beauty around them, to acquire facts and form habits of personal investigation.

The field lesson may be for one or all of three purposes: For plant study, for animal study, or for land study. (Always collect specimens when possible).

Collect different kinds of soil. Sand, pebbles: clay or loam are near the surface and easily collected.

Observe characteristics of each.

Arrangement of soil can be observed by a brook, if banks have been worn to any depth.

Any excavation into the natural soil, as a sewer or a cellar, is a good place for observation. Drawings can be made and samples collected and marked as to layers. Find kind of soil near a spring as water leaves hill-side.

Observe how often the gutters fill with debris.

Observe work of small rills wearing away the soil, carrying fine material to low places near the mouth.

Observe a brook after a rain and watch a stream with its load worn from the banks. Lead children to see where this load is deposited. (Small rills everywhere doing the same work).

In the study of streams, a suitable rill may often be found near the school. Trace its course from source to mouth if possible. Observe windings; where it flows most rapidly, most slowly—why? Direction it flows. Bed; bank.

Examine the valley—the slopes down which the water runs to form a ream. Draw the course of the stream—the profile of the valley.

What becomes of water after a rain?

Lead children to see that after a rain, some of the water evaporates; much sinks into the ground, and part flows off in streams; from rills to gutters, gutters to sewers, sewers to rivers, rivers to lake.

Trace course of surface drainage in your district—then in the city. Why does it flow in certain directions?

Note the kinds of soil which take up most water; if one kind takes it more slowly than another, etc.

Note how frost and worms prepare soil for water to enter. (See Sea Side and Way Side, Part II). The depth water sinks; what stops it?

Hill—Summit; base; slopes, long, gradual, short, abrupt. Find ranges of hills, groups, peaks.

Read good descriptions; show pictures.

Valley—Among hills; shape; slopes forming the valleys; length and steepness; where meet; compare depth of valley with height of hills.

Plain—length and breadth.

#### References:

Frye's Brook and Brook Basins.

Shaler's First Book in Geology.

Dana's Geological Story Briefly told.

Clapp's Observation Lessons on Common Minerals and Rocks.

Hyatt's About Pebbles.

Darwin's The Earth Worm.

### HOME LIFE.

Homes—materials needed (for building and furnishing).

Lumber—Transportation. From lumber-yard (distributing center).

From saw-mill (transformation of lumber).

From forest (Lumbering. Appearance of forest, life and work of lumbermen).

Work of *each stage* shown by *use of pictures*, if *excursion is impossible*.

NOTE.—The same plan for other materials used in construction, etc., as stone, brick, lime and the like. Comparisons should be made throughout with primitive life; also with the construction of homes of the children of other lands.

Needs of daily life.

#### a. Food.

Bread: Transportation from bakery; from wholesale house, from mill. (Work of the mill and work of the farm considered briefly). Need of each shown.

Milk : Transportation, milk depot, milk farm.

Butter : Transportation, store, wholesale house, creamery, dairy farm.

Vegetables.

c. Fuel.

Wood : Wood-yards, forest.

Coal : Coal-yards, mines.

NOTE.—Same plan should be followed for each topic ; and former methods of manufacture should be compared with methods of to-day.

d. Occupations of different members of the family and their relation to each other.

NOTE.—All stories of children of other lands are contributions to the study of Geography. Children may get a fair knowledge of people, their relations and their homes (different zones) in the study of the "Seven Little Sisters," "Each and All," and "Big People and Little People of Other Lands."

Each section with its race of people should be studied from the same plan in the mind of the teacher. Given to the children in the most picturesque story form followed by much oral and written work.

The thoughts, concepts, of the children must be realized in actual things ; things made and done. The clay and sand tables are fruitful means. Construct roads, bridges, houses, tents, boats, etc.

Children should know locality, plant life, animal life, home, food and occupation, with reference to themselves ; compare and contrast with others.

## CITY—ROCHESTER.

### I. HISTORY.

Give a picture of the early life of the community—the homes, manner of living, industries and resources of the people, the field, the forest, the sea, dress, education, religion, government and social life.

Show that animals, plants and minerals are in general useful to man, and that to obtain them man must work. Certain occupations require numbers of people to be gathered together and work in large companies ; thus towns and cities are formed. Discover the occupations that led to the city's growth ; show the growth to present population as due to resources, etc.

### II. LOCATION.

1. Position in reference to neighboring towns and cities (this point includes distance and direction).
2. Position in regard to river, lake and bay.
3. Extent, boundaries, size.
4. Make a map or plan of original city when possible, and develop to present boundaries.

NOTE.—The teacher should be provided with large map of city before attempting to teach it.

### III. PHYSICAL FEATURES.

Surface features of the immediate locality.

#### 1. Highlands and lowlands.

School and homes in relation to surface, slopes and highlands.  
Slopes followed from school to home; steepness; relation of traffic to slopes. Length, direction.  
Extent, attitude and air of highlands.  
Extent, attitude and air of lowlands.  
Distribution of people in reference to highlands and lowlands.  
Beauty of one in contrast to the other.

#### 2. Drainage.

Stream (caused by showers). Its course, its origin, condition, and work of water.

Brook: Work of the brook, its course, width, volume, origin, use and relation to the river.

River: Work of the river, its course, obstructions; causing falls, rapids, lakes, etc., width, volume, origin, use and relation to the lake.

#### 3. Hills: Slopes, steepness, length, varying size and shape, altitude and vegetation.

#### 4. Valleys: Slopes, steepness, length, altitude compared with hills, varying size and shape of valleys.

#### 5. Climatic conditions recorded.

NOTE.—Have pupils discover the *why* for each of the above topics.

### IV. ORGANIZATION.

#### 1. PRODUCTIVE OCCUPATIONS.

NOTE.—Be sure before you leave this subject that each instance of occupation studied stands to the child as a type of that occupation.

##### a. Agriculture.

##### 1. Gardening.

Notice what gardening is, why people make gardens.

Make a list of the products of the garden, and show what becomes of them.

##### 2. Truck raising.

Notice how much like gardening this is as regards process—how it differs in purpose. How extensive the truck area is; what truck is raised; what becomes of it.

##### 3. Farming.

Notice that farming is truck raising of a more extensive and less intensive sort—that in connection with this the farmer raises stock.

b. Manufacturing industries.

Factories—kinds and location, reasons for these? Where is raw material obtained? Where the market for finished products?

What becomes of all these products: food products, clothing products, wood—kinds and for what purposes used.

NOTE.—Study a manufacturing establishment first, for what it is; second, in its relation to producers of raw materials; and third, in its relation to the consumer. Factory studied should always be visited if possible.

2. COMMERCIAL OCCUPATIONS.

NOTE.—Show the relation of the following to the manufacturer, the agriculturist, and the child.

a. Transportation.

1. Primitive modes used in the city.

2. Present modes.

a. City car lines—uses, advantages of, extent, kind of service, how regulated.

b. Hack lines, delivery wagons, bicycles, country wagons.

c. Roads and railroads—name principal lines and cities with which they connect.

d. Canal and river.

e. Aids to commerce as harbor, telephones, cables, letter service.

f. Protection to commerce, as lighthouses, life-saving stations.

NOTE.—Emphasize all the above as furnishing means of communication between distant points and individuals, by being of service in the exchange of commodities and as being related to the development of other methods of communication, such as traveling, letters, telegraph, telephone, etc.

b. Stores, as markets—furnishing the best opportunities for exchange, barter or trade.

1. Principal dry goods stores.

Make a sort of inventory of goods: show where the different articles come from, manner of transportation and the demand for them. Where do the people who buy these things get their purchasing money? Develop the idea of reciprocity: mutual dependence.

## 2. Grocery stores.

Notice home grown products and canned goods and other products shipped in. Where do these products come from? Where packed or canned, as the case may be? How shipped, etc.

## 3. The market place.

The things seen there. Give an accurate idea of home grown products, and this leads to a study of farming in the surrounding country.

## 4. Furniture stores.

## 5. Hardware stores.

## 6. Shoe stores.

## 7. Drug stores.

## 8. Jewelry stores.

## 9. Book stores, etc.

NOTE.—These should be studied in a similar manner to dry goods and grocery stores, and in connection with each one studied take some typical manufactory interest.

## c. City or village.

As being merely a larger market or store with greater opportunities in the way of trade.

## 3. EDUCATIONAL AND SOCIAL INSTITUTIONS.

## a. Schools.

## b. Libraries.

## c. Churches.

## d. Social life—opera houses, clubs, charitable organizations, industrial societies (our duties as members of a community).

## e. Letter delivery (Post Office).

## 4. GOVERNMENT.

NOTE.—Lead pupils to get an idea of government from the rules in games, in the school yard, school room, and in the home. Lead them to discover the purpose for which all such rules are made, for the comfort and happiness of all.

## a. In the home.

## b. In the city.

City officials; duties; City Hall—uses of.

## 1. The Mayor.

## 2. The Board of Alderman and other Boards.

## 3. Policemen, etc.

## V. MATHEMATICAL OBSERVATIONS.

- a. Sun rising and setting; moon; stars; day and night—their varying length; seasons; their change and order of recurrence, as observed in our own city.
- b. Globe lessons.
- c. Maps and mapping.

The map work should develop clearly in the minds of children the following points:

- 1. The map idea.
- 2. Fixedness of position.
- 3. Scale—(necessary to teach the idea of relative size of countries and continents).
- 4. Symbolism—(coloring cities, rivers, etc. Teach symbols as you need them and use symbols as you teach them. After a symbol has once been taught, always require the pupils to call to mind a picture of objects represented by the symbol).

NOTE.—In the study of Rochester the *historical* and *physical* should be emphasized with such of the political as particularly relates to your particular district.

## OUTLINE FOR THE STUDY OF ANY COUNTRY.

- 1. POSITION. (a) In hemisphere. (b) In zones. (c) From continents. (d) From oceans.

ACTUAL POSITION. (a) Between parallels. (b) Between meridians.

## 2. FORM.

- 1. Relative.
- 2. Actual. (a) As shown by map. (b) Indentations. (c) Prolongations.

## 3. SIZE.

- 1. Relative. (a) In relation to other continents. (b) In relation to ocean areas.
- 2. Actual. (a) Number of square miles.

## 4. RELIEF.

- 1. Primary highlands. (a) Position. (b) Extent. (c) Elevation.
- 2. Secondary highlands. (a) Position. (b) Extent—width. (c) Elevation.

## 5. CLIMATE.

1. Winds. (a) Over ocean or land, from warm to cold or cold to warm latitudes. (b) Prevailing direction; whence it came.
2. Rainfall. (a) Where and why. (b) Where not and why.
  - a. Drainage. (a) Rivers. (b) Seas. (c) Lakes.
  - b. Vegetable life (zones of).
  - c. Animal life (distribution of).
  - d. Mineral resources.
6. The above outlines are conditions of:—(1) Temperature as dependent upon (a) Latitude. (b) Altitude. (c) Ocean currents. (d) Proximity to large bodies of water. (2) Rainfall. (3) Character of soil.
7. Zones of waste as dependent upon:—(1) Lack of moisture. (2) Altitude. (3) Latitude. (4) A supply of moisture giving: (a) swamp. (b) jungle. (c) eroded lands.
8. Distribution of population as dependent upon possibilities of productive occupation.
9. Productive occupation as dependent upon:—(1) Resources. (2) Supply and demand. (3) Occupation. (4) Commercial advantages.
10. Development and location of centers of population; as expressions of necessities of the people for:—(a) Collecting stations. (b) For manufacturing stations. (c) Commercial stations. (d) Governmental stations.
11. Development of commercial and trade routes as dependent upon the necessities which a people are under of obtaining the productions and patronage of the other peoples of the world.

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# OUTLINES FOR THE STUDY OF THE WORLD.

## FOURTH GRADE.

- (a) General shape.
- (b) Relative size.
- (c) Relative position of the more important countries and continents.
- (d) Life, occupations and exports of the people.
- (e) Our relation to and dependence upon the whole world.

In treating the above topics, the children should gain a general idea of zones with reference to heat and cold of the various continents, of highlands and lowlands forming the "back bone" of lands, of simple physiographic processes, of the elements of drainage, of leading cities, and of the relation of its parts in direction and distance.

The following are suggestive topics chosen with reference to illustrating various phases of life, extremes of life conditions, various methods of transportation and commerce. Of these, the first only (sealskin) is developed.

### 1. Northern Section, North America.

Sealskin.

Its use.

Location of region from which this product is obtained (direction from home).

Seal fisheries. Method of obtaining.

Climate.

Plant and animal life.

People.

Home.

Habits of life.

Transportation.

Methods in country.

Routes to New York.

(Time required).

Note all barriers or difficulties in routes of travel.

Scenery.

### 2. Southern Section, North America.

Coffee.

### 3. Northern Section, South America, Valley of Amazon.

India Rubber.

### 4. Southern Section, South America.

Hides and wool.

5. Northern Eurasia.  
Sable.
6. West Central Europe (Switzerland).  
Cheese.
7. Southern Europe. France and Spain.  
Wine.
8. Southeastern Asia.  
Tea.
9. Central Africa.  
Ivory.
10. South Africa.  
Diamonds.

This suggestive outline of articles of commerce belonging to various countries is quoted from the topics arranged by Richard E. Dodge, Teachers' College Record.

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# SUGGESTIVE OUTLINE FOR GEOGRAPHY.

## SIXTH GRADE.

Around the World from San Francisco.

Points visited.

Tokio—call at Philippines enroute.

Seoul (Korea). Cross Yellow Sea to—  
Peking.

Tientsin.

Shanghai.

Nanking.

Grand Canal.

(Compare calm, peaceful, blue Yangtse-Kiang with boisterous,  
mad, and capricious yellow Hoang Ho).

Hong Kong.

Bangkok (Siam), Gulf of Siam.

Singapore.

Strait of Malacca.

Calcutta.

Bay of Bengal.

(Contrast rivers Ganges and Brahmaputra).

Colombo.

Island of Ceylon.

Bombay (Hindustan).

Across Arabian Sea, through Gulf of Aden and Strait of Bebel-  
Mandeb, stopping at M .

Mocha.

Red Sea.

Suez.

Isthmus of Suez—Suez Canal.

Alexandria.

(Contrast rivers Nile and Niger).

Constantinople (Turkey).

Athens (Greece).

Naples, Italy.

Rome, Italy.

Marseilles, (France).

Barcelona, Spain.

Malaga, Spain.

Gibraltar—Strait of Gibraltar.

Across the Atlantic to New York : or from Rome by land to—  
Venice.

Berne, Switzerland.

Vienna, Austria.

Berlin, Germany.

Side trip here to Copenhagen, Stockholm, St. Petersburg.

Brussels, Belgium.

Paris—Havre.

London, Edinburg, Glasgow, Dublin.

New York.

Study causes producing differences of climate : its effect in different countries upon habits and customs of people and upon industries.

Each city visited should stand as a type of the country, and should be studied under the following points :

1. Geographical conditions—favorable to development.
2. Important industries : whether agriculture, grazing and lumbering, manufacturing, mining.
3. Commerce.
4. Manners and customs of people.
5. Scenic Centers.
6. Historical places of note.
7. Notable places in Literature.
8. Art of Country.

NOTE.—Compare peculiar manners, looks and customs of peoples studied. For example : Blacks and Arabs, Hindus and Malays, Chinese and Japanese, etc.

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# SUGGESTIVE OUTLINE FOR COMMERCIAL GEOGRAPHY.

## EIGHTH GRADE.

### Introduction.

#### I. Physical conditions.

1. Review of climate, relief, drainage, cost, as regards their influence on products, occupations, etc.
2. Political Divisions.  
States—groups of, as determined by physical conditions and products.

#### II. Products—where found and why.

1. Agricultural products.
2. Lumber and other forest products.
3. Mining products.
4. Animal products.  
Mats, Leather, etc.  
Furs and skins.  
Fisheries.

#### III. Industries—Location of.

1. Agriculture.
2. Manufactures. (See IV).
3. Mining.
4. Lumbering.
5. Fishing.
6. Commercial pursuits.

#### IV. Manufacturing Centers.

1. For clothing materials ; cotton, woolen, silk, leather.
2. For wood ; building purposes, furniture, etc. (paper pulp).
3. For food materials ; vegetable, animal, etc.

#### V. Commerce.

1. What is it ?
2. Why needed ?
3. Means used for carrying it on ?
4. With what countries ?

## VI. Principal Seaports.

1. Why located where they are?
  - (a) New York.
  - (b) Boston.
  - (c) San Francisco.
 Gulf port—New Orleans.

## VII. Small Seaports.

1. Why situated as they are?
2. Why not so important as those above?
3. What has made them?
  - (a) Norfolk.
  - (b) Savannah.
  - (c) Charleston.
  - (d) Galveston (gulf).
  - (e) Baltimore.
  - (f) Portland, Me.

## VIII. Lake Ports.

1. Why located as they are, and what about their position in them important?
  - (a) Buffalo.
  - (b) Cleveland.
  - (c) Detroit.
  - (d) Duluth.
  - (e) Milwaukee.
  - (f) Chicago.

## IX. River Ports.

1. Why located as they are?
  - (a) St. Paul.
  - (b) St. Louis.
  - (c) Pittsburg.
  - (d) Cincinnati.
  - (e) Portland, Ore.

## X. Railroad Centers.

1. Why good ones?
  - (a) Buffalo.
  - (b) New York.
  - (c) Chicago.
  - (d) Omaha.
  - (e) Denver.
  - (f) Kansas City.
  - (g) St. Paul and Minneapolis.
  - (h) Detroit and San Francisco.

## XI. Commercial Routes.

1. Railroad routes from above railroad centers.
2. Inland water routes.
  - (a) On the great Lakes.
  - (b) On the Mississippi and its tributaries.
  - (c) On the canals.
  - (d) On the Atlantic system of rivers.
  - (e) On the Pacific system of rivers.
3. Ocean routes from—
  - (a) New York.
  - (b) Boston.
  - (c) New Orleans.
  - (d) San Francisco.
  - (e) Other ports.

## MANUAL TRAINING.

The general plan for Manual Training covers the entire period between the kindergarten and the high school. The course is provisional and subject to such modifications as our undeveloped plans and the progress and growth of the school require. It will be brought into close relationship with the other subjects and become an organic part of the child's school and home life.

### PRIMARY GRADES.

The children of the first, second, third, and fourth grades, will work in such material as clay, cotton warp, string and cloth; coarse woollen yarn; reed, raffia, grass, rush, splints, etc.

No carefully graded course or outline can apply to all conditions, but the work in each case must be planned to suit the locality, the grade, and the theme, as well as the tools and material available for the work. As in all manual training, the work should provide a progression of problems or difficulties for the child to overcome which shall keep pace with the ever-increasing power of the worker.

The objects made may be such as are suggested by the subjects developed in the regular lesson—arithmetic, reading, history, geography, nature study and drawing. The work is to be used as a means of expression and to enhance and throw light upon the theme to which it is related.

When the doing of a particular exercise has become automatic it has in a measure reached the limit of its educational value, therefore no exercise should be undertaken solely for the purpose of acquiring skill. The things



made by the children “should be useful in their school or home lives *now*,” and the work should afford opportunities for growth along lines of *self-expression*.

Suggestive outlines will be prepared for teachers of primary grades from time to time.

#### FIFTH AND SIXTH GRADES.

In the fifth and sixth grades, the boys and girls will be kept together on the same work in the regular class room. When they reach the seventh grades they will be separated—the boys entering the Manual Training room to undertake bench work, and the girls continuing in the sewing.

Besides the drawing, each object planned for the sixth grade pupils will involve a lesson in sewing as well as exercises in wood work.

#### SEVENTH AND EIGHTH GRADES.

The work of the boys in the upper grammar grades is, at first, largely imitative; but as a rule, the teachers' models will be used as examples of form, proportion, neatness, and accuracy. In order that the teachers may control the work, it has been carefully outlined. Still, the courses are sufficiently elastic and susceptible of modification to suit local conditions and the needs and capabilities of the pupils. The guiding or controlling idea is to stimulate independent thought and the power to originate and invent—to make the work creative rather than reproductive. Therefore, as early in the course as possible, the teachers will consult individual interests in the selection of models and lead the worker to modify the piece selected to suit his own ideas or needs with reference to form, size, decoration and material.

### DRAWING.

#### FIRST GRADE.

SEPTEMBER TO FEBRUARY.

**MEDIUMS:**—Water color, crayon, ink with brush, and scissors.

**NOTE.**—The objects to be drawn, mentioned in these outlines, are given merely as types or examples. The teachers are not required or supposed to use them if others similar and illustrating the same points are more readily available.

**COLOR**—Conversational lessons on color observations made by the children: prism, soap-bubbles, flowers, fruits, vegetables, birds, trees, sky, fields, etc. Introduce color-box, giving particular attention to the handling of the brush. Have pupils make flat and graded color washes. Teach color combinations by mixing, *i. e.*, red and yellow make orange, etc. Paint prismatic colors in proper order.

**NATURE WORK**—Paint sky and land illustrating the color effects and changes of the seasons. Paint trees with and without foliage, according to season. See Nature Study Course.

Paint fruits and vegetables, noting color and form, flowers, grasses, seedpods, grains, autumn leaves, etc.

**ILLUSTRATIVE AND IMAGINATIVE DRAWING AND CUTTING**—Suggestions from children's home and school experiences, Indian and Eskimo life, nature myths, etc. See Course of Study. Winter sports, Thanksgiving and Christmas stories and songs from "Graded List of Poems and Stories," (Gilbert & Harris), for first year pupils, "The Busy Bee," "Over in the Meadow," "Chicken Song," etc., "Mother Goose Rhymes," "Jack be Nimble," "Little Miss Muffet," etc.

**POSE DRAWING**—Paint with brush and ink from live model—child in motion, jumping rope, rolling hoop, acting Mother Goose Rhymes, etc.

**ANIMAL LIFE**—Duck, chicken, etc. See Nature Study Course.

**OBJECT DRAWING AND FORM STUDY**—Represent objects used in connection with daily work, and note the type forms on which they are based.

Type solids made familiar by using for building when suggested in daily work—the cone illustrating the Indian tent, the hemisphere, the Eskimo hut, etc. See Course of Study.

**PICTURE STUDY**—Make children familiar with pictures from the best artists. Those representing home-life and incidents are advisable; such as "Feeding Her Birds," "Feeding the Hens," "First Steps," etc., by Millet, and "Sistine Madonna," and "Madonna of the Chair," etc., by Raphael.

**BLACKBOARD ILLUSTRATIONS AND FREE DRAWING OF CIRCLES AND STRAIGHT LINES.**

## FEBRUARY TO JUNE.

### FEBRUARY.

"Little by little I'll learn to know  
The stored up wisdom of long ago—  
And one of these days perhaps we'll see  
The world will be the better for me."

Illustrate childhood stories related to the lives of Lincoln, Washington, Longfellow, etc.

Represent objects used as illustrative material in daily work.

Make valentines.

### MARCH.

"The stormy month has come at last,  
With wind, and cloud, and changing skies—  
I hear the rushing of the blast  
That through the snowy valley flies."

Illustrate windy weather.

Pose drawing from child in action and from animals studied in Nature Course.

Paint squares, oblongs and circles as related to number work.

Paint bulbs, branches, trees and objects related to work.

#### APRIL.

“ ‘Come little leaves,’ sang the wind one day,  
 “ ‘Out on the little brown twigs and play—  
 Put on your dresses so green, so fair,  
 And flutter and sway in the sunny air.’ ”

Illustrate a rainy day, spring occupations and sports.

Paint flat and graded washes, sprouting bulbs and budding branches, objects related to daily work.

#### MAY AND JUNE.

“ ‘The butter-cups are coming—the scarlet columbine,  
 And in the sunny meadows the dandelions shine;  
 Here blows the warm red clover—there peeps the violet blue;  
 Oh, happy little children, God made them all for you.’ ”

Review oral color-lessons from September outline.

Paint spring flowers, simple sky and land effects, and the American flag as related to Decoration Day and to Flag Day.

### SECOND GRADE.

#### SEPTEMBER TO FEBRUARY.

Mediums—Water color, crayon, ink with brush, pencil and scissors.

NOTE—The objects to be drawn, mentioned in these outlines are given merely as types or examples. The teachers are not required or supposed to use them if others similar illustrating the same points are more readily available.

COLOR—Lead pupils to talk about what they have learned in the previous grade about color; and what they have observed out-of-doors, in fields, flowers, trees, sky, etc. Teach standards, tints and shades. Paint graded washes illustrating standards and tints.

NATURE WORK—Paint simple landscapes illustrating color effects and changes of the seasons. Paint trees with and without foliage, according to season, giving particular attention to color and form of mass, and to branching. See Nature Study Course.

Paint fruits and vegetables, noting color and form, flowers, grasses, seedpods, grains, autumn leaves, etc.

ILLUSTRATIVE AND IMAGINATIVE DRAWING AND CUTTING—Incidents from child's home and school life, the occupations of the early settlers, nature myths, etc. See Course of Study. Winter sports, Thanksgiving and Christmas stories and songs from "Graded List of Poems and Stories" (Gilbert & Harris) for Second year pupils, "The Spider and the Fly," "Rabbit Song," "Seven Times One," etc.

POSE DRAWING—Paint from live model, with brush and ink, child in motion, throwing ball, running, walking, etc. Animals—Cat, rabbit, etc. See Nature Study for Second Grade.

OBJECT DRAWING AND FORM STUDY—Type solids made familiar by using for building when suggested in daily work; for example, cone and square pyramid, illustrating the Tent Dweller's home, etc. Represent objects used in daily work as illustrative material, noting the type forms on which they are based. See Course of Study.

PICTURE STUDY—Make children familiar with pictures from the best artists. Those representing occupations or the supply of wants are advisable, such as Gleaners, Shepherdess, Woman Churning, etc., by Millet, Mowers, by Dupre, Village Blacksmith by Herring, etc.

BLACKBOARD ILLUSTRATIONS AND FREE DRAWING OF CIRCLES, STRAIGHT LINES AND LOOPS.

## FEBRUARY TO JUNE.

### FEBRUARY.

"Lives of great men all remind us  
We can make our lives sublime,  
And departing leave behind us  
Footprints on the sand of time."

Illustrate incidents of bravery of the great men whose birthdays occur during this month.

Represent objects connected with daily lessons, working from the object in every case.

Make valentines.

### MARCH.

"The wind one morning sprang up from sleep,  
Saying, 'Now for a frolic! Now for a leap!  
Now for a madcap galloping chase!  
I'll make commotion in every place.'"

Illustrate March weather.

Pose drawing from animal life and from child posed in action.

Represent objects connected with daily work,—articles related to the home life of Greeks, Romans, Saxons, etc.

Lay borders with sticks or tablets and represent on paper, using proper coloring, from the Greeks, Romans, etc.

Represent on paper, using proper coloring, from the Greeks, Roman S. etc.

Paint bulbs, bare branches and trees.

#### APRIL.

“ Look at this little piece of green  
That peeps out from the snow,  
As if it wanted to be seen ;  
’Twill soon be Spring, I know.

Paint sprouting bulbs and budding branches, growing plants, umbrellas—open and shut, rubbers and objects related to daily work.

Pose child with umbrella.

Illustrate a rainy day, spring occupations and sport.

#### MAY AND JUNE.

“ Golden butter-cups lean above,  
And daisies white, with hearts of gold,  
Golden lily buds nod their love,  
And the golden sunshine all doth enfold.”

Paint sky and land effects, budding branches, spring flowers, trees in foliage (See Nature Study Course), the American flag as related to Decoration Day and to Flag Day, objects related to daily work.

Review oral color lessons from September outline.

Co-operative blackboard drawing.

### THIRD GRADE.

#### SEPTEMBER TO FEBRUARY.

MEDIUMS—Water color, crayon, ink with brush, pencil and scissors.

COLOR—Review knowledge of color gained by pupils in preceding grades. By comparison make pupils perfectly familiar with standards, tints and shades. Test pupils' ability by use of color chart and paint box. Paint graded washes and stained glass effects, allowing colors to blend in brush or on moist paper.

NATURE WORK—Paint simple landscapes from out-of-door observations, noting color effects and changes characteristic of the seasons. Paint trees with and without foliage, according to season, noting color and form of

mass and branching. See Nature Study Course. Paint fruits and vegetables, noting color and form, flowers, grasses, seed pods, autumn branches, berries and vines.

**ILLUSTRATIVE AND IMAGINATIVE DRAWING AND CUTTING**—Incidents from the child's home and school life and the family life of the early settlers. See Course of Study. Winter sports, Thanksgiving and Christmas Stories, successive pictures represented in poems and stories selected from "Graded List of Poems and Stories" (Gilbert & Harris), for Third year pupils,—for example, in 'The Village Blacksmith, Little Gustave, 'The Wise Fairy, "Whitter's Corn Song," etc.

**POSE DRAWING**—Represent with brush and ink Child posed in action, sweeping floor, helping mother, etc. **Animals**—Cat, dog, rabbit, etc. See Nature Study Course.

**OBJECT DRAWING AND FORM STUDY**—Represent objects used in daily work as illustrative material, noting the type forms on which they are based.

Use type solids for building whenever suggested by daily work.

**PICTURE STUDY**—Make children familiar with pictures from the best artists. Those showing incidents of community life are advisable, such as Primary School in Brittany, Children at Work by Geoffroy, Pilgrims Going to Church by Boughton, etc.

**BLACKBOARD ILLUSTRATIONS AND FREE DRAWING OF CIRCLES, LOOPS, REVERSED CURVES AND STRAIGHT LINES.**

## FEBRUARY TO JUNE.

### FEBRUARY.

" It is not growing like a tree  
In bulk, doth make man better be,—  
In small proportions we just beauty see,—  
And in short measure life may perfect be."

Illustrate stories of bravery related to the National holidays that occur during this month.

Draw from objects related to daily work.

Make valentines.

### MARCH.

" March nodded to winter, ' Good bye, Good bye !  
Off to your home in the north you must hie ;  
Oh, have you forgotten, that under the snow,  
'The wee seeds are waiting, yes, waiting to grow? ' "

Illustrate March weather, stories associated with Rochester, New York, etc. See Course of Study.

Pose drawing from children in action, and from animals studied in Nature Course.

Draw objects related to daily work—such as the articles of use and ornament found with the early settlers of New York State, etc.

Paint bulbs, bare branches and trees.

Paint circles, squares, oblongs, triangles, etc.

#### APRIL.

“ ‘ Come out little leaves,’ says the sunshine bright,  
       ‘ Let the trees be seen in their coats of green ;’  
   ‘ Come out little leaves,’ says the sunshine bright,  
       And end your long cold winter night.”

Paint sprouting bulbs and budding branches, growing plants, etc.

Draw objects related to spring occupations.

Paint borders for some definite purpose.

Illustrate rainy weather.

Draw horizontal and vertical lines, studying good spacing.

#### MAY AND JUNE.

“ Golden sunshine, silver rain,  
       Each its work is doing,—  
       Birds and bees and blossoms fair,—  
       Now the world renewing.”

Paint Spring landscape, budding branches, spring flowers, trees in foliage. See Nature Study Course.

Review oral color lessons from September outline.

Co-operative blackboard work.

#### FOURTH GRADE.

##### SEPTEMBER TO FEBRUARY.

##### PRANG DRAWING BOOK NO. 1.

NOTE.—Pupils must not copy from printed drawings in book. The drawings are to be studied for the rendering.

MEDIUMS :—Water color, ink with brush, pencil.

COLOR AND NATURE WORK—Review standards, tints and shades, and teach intermediate hues, using color charts. Give exercises in color blending in brush or on moist paper. For example : stained glass effects. Japanese lanterns, autumn leaves and landscapes.

Paint flowers, fruits, vegetables, trees, etc. Make out-of-door sketches, noting color changes.

DECORATION—Creative work from nature or historic ornament—units, borders, etc. Line and landscape composition.

ILLUSTRATE DRAWING—Thanksgiving and Christmas poems and stories from the “Graded List of Poems and Stories” for fourth year pupils. Illustrate daily work with brush and ink, color, and on blackboard.

POSE DRAWING—Lead pupils to make quick sketches of characters studied in connection with daily work. Use brush and ink, or color.

OBJECT DRAWING—Represent beautiful and familiar objects, giving special attention to grouping and rendering.

PICTURE STUDY—Make pupils familiar with works of art by acknowledged masters; such as, *Horse Fair*, *On Guard*, etc., by Rosa Bonheur; *Dignity and Impudence*, *My Dog*, etc., by Landseer. History pictures such as *The Return of the Mayflower*, *Pilgrims Going to Church*, etc., by Boughton.

## FEBRUARY TO JUNE.

### PRANG DRAWING BOOK NO. 2.

OBJECT DRAWING—Represent objects based on the sphere, hemisphere, cylinder and cone, separately and in groups.

POSE DRAWING—Work from live models.

ANIMAL, BIRD OR INSECT STUDIES—Work from live models, leading pupils to make quick sketches and to realize that a few lines are all that are needed to give truth and beauty of form.

DEVELOPMENT—Developed surfaces of the cube, square, prism, and the right-angled triangular prism.

DECORATION—Borders, quatrefoil and rosette.

COLOR—Review standards, tints and shades, and teach intermediate hues, using color charts; teach contrasted harmony.

NATURE WORK—Paint spring landscapes, budding twigs, growing plants, flowers, etc.

Illustrate daily lessons with ink; color or chalk.

Encourage co-operative blackboard work.

PICTURE STUDY—As suggested in first term's outline.



## FIFTH GRADE.

SEPTEMBER TO FEBRUARY.

## PRANG DRAWING BOOK NO. 3.

**MEDIUMS** :—Water color, ink with brush, pencil.

**COLOR AND NATURE WORK**—Review standards, tints, shades, intermediate hues, and teach broken colors, using color charts. Give exercises in color-blending in the brush or on moist paper; for example, paint stained glass effects, Japanese lanterns, autumn leaves and landscapes.

Lead children to make out-of-door observations; to notice color effects in sky, earth and foliage; then dictate simple landscapes, such as sky, land, hill, tree. Paint flowers, fruits, vegetables, tree, etc., and make out-of-door sketches.

**DECORATION**—Creative work from nature or historic ornament, units and borders. Line and landscape composition.

**POSE DRAWING**—Lead pupils to make quick sketches of characters studied in connection with daily work—history, geography, literature, etc. Use brush and ink, or color.

**ILLUSTRATE** daily work with ink or color.

**OBJECT DRAWING**—Represent beautiful and familiar objects, giving special attention to grouping and rendering.

**PICTURE STUDY**—Make pupils familiar with works of art by acknowledged masters; for example, *The Shepherdess*, *Arrival of the Shepherds*, etc., by Lerolle; *The White Cow*, *At the Watering Trough*, etc., by Dupre; *The Angelus*, *The Gleaners*, etc., by Millet.

**ENCOURAGE BLACKBOARD ILLUSTRATION.**

FEBRUARY TO JUNE.

## PRANG DRAWING BOOK NO. 4.

**OBJECT DRAWING**—Represent objects based on the sphere, hemisphere, cylinder, cube and square prism, giving special attention to unity, variety, and relation in grouping.

**ANIMAL, BIRD OR INSECT STUDIES**—Work from live models, leading pupils to make quick sketches with few lines. See *Nature Study Course*.

**POSE DRAWING**—Represent some particular action or character. See *History Course*.

**DEVELOPMENT**—Pattern or developed surface of the equilateral-triangular prism.

**DECORATION**—Design unit, border and rosette from *Historic Ornament*, or from *Nature*.

Design a simple book-cover for a composition on Greek ornament.

**COLOR**—Review standards, tints, shades and intermediate hues, and teach broken colors, using color charts. Teach dominant harmony and apply to book cover.

**NATURE WORK**—Paint landscapes suggesting distance and foreground, and illustrating nature's changes in color.

Paint budding branches, opening buds and spring flowers.

Illustrate daily lessons with pencil, brush or chalk.

Encourage blackboard work.

Picture Study as suggested in first term's outline.

## SIXTH GRADE.

SEPTEMBER TO FEBRUARY.

PRANG DRAWING BOOK NO. 5.

**MEDIUMS**.—Water color, ink with brush, pencil.

**COLOR AND NATURE WORK**—Review standards, tints, shades, intermediate hues, broken color, and teach warm and cool colors, using color charts.

Give exercises in color-blending in the brush or on moist paper; for example, paint stained glass effects, Japanese lanterns, autumn leaves, landscapes, etc.

Lead pupils to make out-of-door observations, to notice color effects in sky, earth, and foliage; then dictate simple landscapes, such as sky, land, distant foliage, tree in foreground, etc. Paint flowers, fruits, vegetables, trees, specifying kind of tree.

**DECORATION**—Creative work from nature or historic ornament, units, and borders. Line and landscape composition.

**POSE DRAWING**—Lead pupils to make quick sketches of characters studied in connection with daily work, history, geography, literature. Use brush and ink or color.

**ILLUSTRATE** daily work with ink and color.

**OBJECT DRAWING**—Represent beautiful and familiar objects, giving special attention to grouping, rendering, and composition.

**PICTURE STUDY**—Make pupils familiar with works of art by acknowledged masters; for example, *Returning to the Farm*, *Oxen Going to Labor*, etc., by Troyon; *Song of the Lark*, *End of Labor*, *The Gleaners*, by Breton, etc. Encourage blackboard illustration.

## FEBRUARY TO JUNE.

## PRANG DRAWING BOOK No. 6.

**OBJECT DRAWING** :—Represent objects based on the cylinder, vase-form, square, pyramid, cube, and square prism, giving special attention to good grouping and good rendering.

**POSE DRAWING**—Represent some particular action or character. See History Course.

**DEVELOPMENT**—Developed surface of the hexagonal prism.

**DECORATION**—Design unit, surface covering and border; motive from nature. Flower composition.

**COLOR**—Review standards, tints, shades, intermediate hues, broken colors, and teach warm and cool colors, using color charts. Teach analagous harmony, and apply to a decorative design.

**NATURE WORK**—Paint opening buds, spring flowers, and landscapes showing distance, foreground tree, etc.

**ILLUSTRATE** daily lessons with pencil, brush, or chalk.

**PICTURE STUDY**, as suggested in first term's outline.

## SEVENTH GRADE.

## SEPTEMBER TO FEBRUARY.

## PRANG DRAWING BOOK No. 7.

**MEDIUMS**—Water color, ink with brush, pencil.

**COLOR AND NATURE WORK**—Review standards, tints, shades, intermediate hues, broken colors, warm and cool colors, and teach active and passive or non-colors. Use color charts.

Give stained-glass exercises for the purpose of color blending in brush or on moist paper. Lead pupils to make out-of-door observations and sketches from nature, noting color effects and changes in autumn skies, fields, and foliage. Dictate landscapes, such as sky, land, mass of foliage against sky, tree in foreground, pond of water, etc. Paint flowers, fruits, vegetables, etc.

**DECORATION**—Creative work for some definite purpose, using Nature or Historic Ornament as source of material. Landscape Composition.

**POSE DRAWING**—Lead pupils to make quick sketches of characters studied in connection with daily work, from history, geography, literature, etc., pencil, ink or color.

**ILLUSTRATE** daily work with ink or color.

**OBJECT DRAWING**—Represent beautiful and familiar objects, giving special attention to grouping, rendering, and composition.

**PICTURE STUDY**—Make pupils familiar with works of art from acknowledged masters; for example, Landscape, Dance of the Nymphs, etc., by Corot; The Madonnas, by Raphael, etc.

#### FEBRUARY TO JUNE.

##### PRANG DRAWING BOOK No. 8.

**OBJECT DRAWING**—Represent objects based on the various type forms; all of which should be familiar to the pupils of this grade. Teach rendering in light and dark and in light and shade.

**POSE DRAWING**—Quick sketches from pupils representing particular characters, and from animals suggested in Nature Study Course.

**DECORATION**—Creative work from Historic Ornament and from Nature, flower composition, initial letters, and book-covers.

**PICTURE STUDY**, as suggested in outline for first term.

**COLOR**—Review oral color lessons from September outline, and teach active and passive colors, using color charts. Teach complimentary harmony, leading pupils to see that in this harmony tints of a color with shades of its complimentary, produce the most pleasing effects; and that the best complimentary harmonies contain one or more passive colors. Apply any of the four harmonies taught to a book-cover to be used for a written composition on Greek Ornament.

**NATURE WORK**—Paint opening buds, spring flowers, trees in foliage, and spring landscapes suggesting distance, foreground, trees, water, etc.

**ILLUSTRATE** daily lessons with pencil or brush.

#### EIGHTH GRADE.

##### SEPTEMBER TO FEBRUARY.

##### PRANG DRAWING BOOK No. 9.

**MEDIUMS** :—Water-color, ink with brush, pencil.

**COLOR AND NATURE WORK**—Review standards, tints, shades, scale, intermediate hues, broken colors, cool and warm colors, active and passive, or non-colors. Use color charts.

Give exercises for color blending in brush or on moist paper, such as stained glass effects, etc. Exercises in graded washes and flat tints. Lead pupils to make out-of-door observations and sketches from nature, noting

the color effects and changes in autumn skies, fields, and foliage; dictate landscape, sky, land, mass of foliage against sky, tree in foreground, then a little more detail, a picture showing path, roadway, or river disappearing in the distance. Paint flowers, fruits, vegetables, trees, etc. Always specify kind of tree. See Nature Course.

DECORATION—Creative work for some definite purpose, using nature or historic ornament as source of material, units, borders, etc.

POSE DRAWING—Lead pupils to make quick sketches of characters studied in connection with daily work, history, literature, etc. Use ink or color.

ILLUSTRATE daily work with ink or color.

OBJECT DRAWING—Represent beautiful and familiar objects, giving special attention to grouping, rendering, and composition.

PICTURE STUDY—Make pupils familiar with works of art from acknowledged masters, such as Raphael's Madonnas, Hoffman's Christ in the Temple, Murillo's St. Anthony and Child, etc. The pupils of this grade should have a fair knowledge of our best American artists, Sargent, La Farge, Whistler, Blashfield, and others of note. See the World's Painters by Hoyt and Drawing Manual for this grade.

## FEBRUARY TO JUNE.

### PRANG DRAWING BOOK NO. 10.

OBJECT DRAWING—Represent objects separately and in groups, showing light and shade and light and dark.

POSE DRAWING—Quick sketches from animals suggested in Nature Study Course.

DECORATION—Creative work from Historic Ornament or from Nature, flower composition, book-covers, stained-glass windows or grills.

PICTURE STUDY, as suggested in outline for first term.

COLOR—Review oral color lessons from September outline. Review the four harmonies taught—contrasted, dominant, analagous, and complimentary; and apply any one of them to a book-cover to be used for a written composition on Romanesque Style of Ornament.

NATURE WORK—Paint spring flowers and landscapes suggesting distance, middle distance, and foreground, by introducing trees, water, fences, or a road.

ILLUSTRATE daily lessons with pencil or brush.

## MUSIC.

The music work having been so recently introduced into the schools of Rochester, no very definite grade lines can be drawn. Simple sight-reading work is a problem in the eighth and ninth grades, as well as in the third and fourth. Therefore, the course of study must change greatly each year, as the work advances, and the pupils come into each grade prepared to do more advanced work than was done in that same grade the previous year.

## FIRST GRADE.

MATERIAL.—Modern Primer in the hands of the teacher; supplementary rote songs. Time given to music in primary grades, fifty minutes per week.

I. ROTE SONGS—Presentation of song. Sing song for children. Tell the story of the song, explain difficult words and meanings. Have children repeat words. Careful enunciation. Sing song a few times each day, pupils listening. Then sing one phrase several times. Children listen and imitate. Teacher must not sing with the children, and when singing for them imitate the soft light tone of the child voice.

II. VOICE CARE—Prevent use of chest tone by *soft light* singing. Urge children to sing with “tip-toe tone,” and sing “on their lips.” Vocalize songs *frequently* with “who” or “loo” and “o.” Follow this with words, insisting on round mouth on all words which permit it. Seat monotones in front of room. Have them listen frequently and give them special attention in ear-training work.

III. EAR-TRAINING—Emphasize sense of pitch, high and low, loud and soft. Lead children to notice different tones, qualities of different instruments, with what kind of voices they speak and sing. Guessing games—distinguishing different pupils’ voices, the sound of taps on different substances, when blindfolded.

IV. RHYTHM WORK—When rhythmic movements accompany songs, teacher sing while pupils give movements, or part of the pupils sing while others take movements.

## SECOND GRADE.

MATERIAL :—Primer in hands of teacher. Supplementary rote songs.

I. ROTE SONGS—Presentation outlined in first grade work.

II. VOICE CARE—Breathing exercises. Vocalizing with “who,” “loo,” “o,” and “la.” Begin scale on upper Do, and *always* use *soft light* tone.

III. PRESENTATION OF SCALE—Write the words expressing qualities of tone after each syllable. Sing to the children and appeal to the ear. Let them discriminate and give as many descriptive words as possible. After

they have listened and discriminated, family names may be given. These help to establish and fix the tones by association. Teach do, me, sol, do. Use modulator and hand signs.

IV. EAR-TRAINING—Establish sense of key-note in songs. Find the dohs, mehs, and sols in songs. Teacher sing simple progressions with la, pupils repeat with syllables. Sing simple rote songs with scale names. Tap songs for rhythm drill.

### THIRD AND FOURTH GRADES.

MATERIAL:—First half-year, Primer in hands of teacher. Second half-year, Primer in pupils' hands. Supplementary rote songs.

I. ROTE SONGS—Presented as in first year's work.

II. VOICE CARE—Breathing exercises. Humming exercises. Sing scale from upper do down. Use "who," "loo," "o," and "la," frequently for both scales and songs.

III. OBSERVATION WORK FROM SONGS—Develop two-pulse measure from Tick-Tack Song. Three-pulse measure from Dancing Song. Pupils, swing, tap, and sketch both kinds of measure. Learn to recognize measure in different songs sung. Phrase work in two-pulse measure, modulator, phrase cards, and blackboard. Three-pulse measure, after two-pulse is well established. Develop power to think tones and think in phrases. Phrase work from rote songs.

IV. STAFF WORK—Write "work songs" on staff to be sung with syllables. Make various alterations, sing by syllable. Write on staff phrases from various songs which have been learned by rote. Intervals always developed from songs.

Last half of year, book work as given in regular outlines.

### FIFTH AND SIXTH GRADES.

MATERIAL:—First Book, Modern Course. Supplementary rote songs.

TIME given to music in grammar grades, sixty minutes per week.

I. ROTE SONGS—Enough songs to stimulate interest and keep alive artistic side of work.

II. BREATHING AND TONE EXERCISES.

III. OBSERVATION WORK FROM SONGS.

IV. EAR-TRAINING—Develop power to recognize simple melody forms and two-pulse and three-pulse measure.

V. MUSIC COPY-BOOK WORK—Presentation of staff. Pitch names. Scale building. Written work from dictation and ear.

VI. EXERCISES TO DEVELOP POWER TO THINK TONES AND THINK IN PHRASES.

VII. SCALE EXERCISES FOR TIME DRILL.

VIII. MELODY FORMS ON BOARD FOR EACH KEY USED.

IX. SIGHT READING WORK IN BOOKS AS GIVEN IN REGULAR MUSIC OUTLINES.

SEVENTH, EIGHTH, AND NINTH GRADES.

MATERIAL: BOOK II, MODERN SERIES.

SUPPLEMENTARY ROTE SONGS.

I. ROTE SONGS—A few rote songs to stimulate interest and keep alive the artistic side of the work.

II. BREATHING AND TONE EXERCISES.

III. OBSERVATION WORK FROM SONGS.

TIME—Time Signatures. Kinds of Notes, Rests, etc.

IV. DEVELOP POWER TO THINK TONES AND THINK IN PHRASES.  
(a) EAR TRAINING. (b) PHRASE WORK FROM BOARD AND MODULATOR.

V. WORK IN MUSIC COPY-BOOKS FROM DICTATION AND EAR.

VI. PREPARATION FOR TWO-PART WORK—Rounds, Canons, Two-Part, pointing on board or modulator.

VII. MELODY FROM DRILL IN NINE KEYS USED. Book work to be carried on with each key drill.

VIII. CHROMATIC SCALE—As a tune. Pointed slowly on modulator or staff. Drill on sharp four. Exercises for chromatic tones (regular music outlines).

IX. DEVELOPMENT OF MINOR MODE—Simple form of minor scale from "Sea Horses," page 108, Book II. Harmonic form from "The Gnome," page 135. Melodic form from "The Brownie," page 165. Sight Reading Work in Book II will be designated in regular music outlines.

RIZPAH R. DELAITTRE,  
Supervisor of Music.



## COURSE OF STUDY.

### SEWING.

In the arts of weaving and sewing, some work has been done in the kindergarten and primary grades. The children should study materials that they use in their work, trace these materials from their sources, and learn something of the process of their manufacture and transportation.

The textile industry should form part of the basis of the course of study for the purpose of gaining greater thoroughness in the work.

The work should include needlework, spinning, dyeing, making a loom, weaving, study of the materials used, flax, hemp, wool, cotton, silk, and the process of cloth manufacture by primitive methods, visits to shops and industrial plants.

The children should spin enough to give an understanding of the process and what it costs. Weave enough to give a thorough knowledge of materials of good and poor work, and a clear idea of the mechanical processes involved—something of color, something of design.

After doing some work themselves, they will be interested in the way it comes about that we have these textile fabrics.

So the study of clothing becomes a part of history. See Course of Study.

### SIXTH GRADE.

Sewing, wood-work and sewing combined.

The children will begin their year's work by making articles useful for the school or their homes; perhaps looking forward to Christmas gifts.

1. Canvas mat.
2. Needle book; canvas cover for same.
3. Lamp for corner shelf.
4. Pen-wiper, on easel.
5. Catch-all.
6. Sewing on buttons.

(This list is subject to change; other articles may be substituted and others added).

MATERIALS USED:—Canvas, wool, mer. cotton, flannel, duck, felt, cotton.

BUTTONS—Use small model if necessary; applied lesson preferred. Then children should be held responsible for keeping the buttons on their clothing.

Basting—Even and uneven.

Stitching—Overhanding.

Outline stitch—Catch stitch, blanket stitch.

TALKS.—Weaving—Principles explained; culture of cotton and manufacture of cloth and thread. See Course of Study.

Applied Design—Christmas work. See list.

#### SEVENTH GRADE.

As in the sixth grade, children will begin by making useful articles for school and home.

1. Canvas Bag—Basting, overcasting, stitching, cross-stitch, catch stitch, outline stitch, hemming, hemstitch, buttonhole stitch.

APPLY:

2. Hem—Turn hem on paper, hem and tape towels, hem handkerchiefs, pillow-cases, etc. (Pupils bring work from home).

3. Teach French hem, linen marking, napkin, table-cloth, etc.

APPLY:

4. Bag—Allow pupil to select size, shape, material and purpose of this. Some may desire hand-bags, others laundry bags, etc.

Pupils of this grade make bean bags used in the school.

5. Button-hole making—Principles explained, practice few on small model, apply as soon as possible.

APPLY:

6. Teach—Gathering, placing gathers, band.

MATERIALS:—Cream-colored canvas, half-bleached cotton, toweling, damask, felt, coarse linen, crochet cotton (red), white cotton, marking cotton.

APPLY AT ONCE:

7. Seams—Over-handing, folded and selvedge edges.

“ Running, combination, half-back stitching.

8. Teach—Sewing on lace beading.

Drafting—Draft, cut, underwaist (paper first).

“ (Slow pupils)—Draft, cut and make gingham case.

Garment making—Apron, bib, seamless corset cover, etc.

#### EIGHTH GRADE.

Pupils in this grade will be expected to apply all stitches taught in other grades.

1. Seams—Review seams taught in seventh grade.

1. French seam. 2. French fell. 3. Straightway fell. 4. Bias fell. Allow pupils to bring work from home.

**APPLY :**

2. Variety of Stitches—Outline, cross, blanket, catch, chain, feather stitch, button-hole stitch, hemstitch. Any or all as soon as possible.

**APPLY :**

Pillows—Holders, book covers, needle book, pin ball, bands for shirt waists, etc.

See list—Applied design, Christmas work.

“ Suggested work.

## 3. Patching.

1. Hempatch. 2. Overhand. Have pupils bring work from home some article that needs patching to apply the foregoing.

**APPLY :**

## 4. Flannel Seam.

“ Fell.

“ Patch. Apply as soon as possible.

## 5. Darning.

1. Stocking darning. Pupils bring stockings from home for application of above.

6. Button-holes—Buttons—Making; principles explained. Apply as soon as possible.

7. Sewing on tape, hooks and eyes, making blind loops, eyelets.

Do not use small models unless very necessary: have pupil bring something from home that will embody the above.

**MATERIALS USED:**—Half-bleached cotton, ticking, denim, duck, canvas, coarse linen, silk, gingham, muslin, flannels, etc.

**TALKS.**— Study of textile and lesson from raw material to fabric. Talks about seasonable clothing of people, adaptation to particular needs.

Use of cotton, silk, wool and linen garments.

Comparison of these fabrics.

Recognition of silk, wool, cotton and linen fibers in raw state: cotton plant, flax plant and seeds, silk cocoon, worm and eggs. (Nature Study. See Course of Study).

Simple descriptions and pictures of the cultivation and manufacture of the fibers and fabrics.

Pupils in this grade should be able to apply any stitch or principle that has been taught.

**DRAFTING**— Drafting Patterns—Garments to be made later. Garment making. Pupils to furnish material for any garment—full size—or for a full set of underwear, or any article of utility or decoration that embodies

inciples taught during instruction. These subjects to be entirely the desire or origination of the pupil who selects size, shape, material, method decoration and subsequent use.

**MACHINE STITCH**—Long seams on machine.

(See list of suggested work—Hemstitching, Applied Design and Christmas work).

### SUGGESTED WORK.

APRONS.	Plain.	Collars, Cuffs.
	Fancy.	Curtains—Sash.
	Children.	Corset Covers.
	Adult.	Dusters.
BAGS.	Button.	Doll's Clothes.
	Bean.	Darning (stocking).
	Collar and Cuff.	Flannel (stitches applied).
	Laundry.	Handkerchief—hem, hemstitched, lace.
	Marble.	Holders (for hot dishes).
	Pencil.	Napkins—hem, hemstitched.
	Dust cloth.	Mending.
	School.	Needle Cases.
	Sewing.	Pincushion.
	Sachet.	Pillowcases.
	Thimble Party.	Patching.
	Work.	Quilts—(whole or part).
	Wet sponge.	Strings—(apron and cap).
	Bibs.	Spread—table.
	Buttons sewed on.	Stocking darning.
	Bed Linen.	Sewing on lace.
	Book Covers.	Sewing Sets.
	Cap—Sweeping—	Skirts.
	Handkerchief and	Towels—(hem, tape, mark).
	Circular.	Waists.
	Cooking Aprons.	Wash-cloths.
	Cushions.	

### APPLIED DESIGN.

Collar, Cuffs, Center Pieces, Doilies, Bands for Shirt Waists, Dresser Scarfs, Pin-balls, Book Covers, Needle Book, Pillow Covers, Table Spread, Holder, Tray Cloth.

## HEMSTITCHING.

Aprons, Handkerchiefs, Collars, Cuffs, Ties, Towels, Napkins, Tablecloth, Dresser Scarfs, Square Coarse Linen, Tray Cloth, Ruffles. Si■ Scarfs, Pillow Cases, Sheets.

## CHRISTMAS WORK.

Making of tarleton candy bags to hang on tree.

Dolls clothes, etc. (See above lists).

November and December may be devoted to Christmas gifts.

EMMA E. WALLACE.

# ROCHESTER HIGH SCHOOL.

## COURSES OF STUDY OUTLINED.

### CLASSICAL.

### LATIN—GERMAN.

### LATIN—SCIENTIFIC. GERMAN—SCIENTIFIC.

FIRST YEAR	Latin.....5	Latin.....5	Latin.....5	German.....5
	Algebra.....5	Algebra.....5	Algebra.....5	Algebra.....5
	English.....5	English.....5	English.....5	English.....5
	Physiology and Botany { 1st sem.....5	Physiology and Botany { 1st sem.....5	English History, 1st sem.....5	English History, 1st sem.....5
	English History, 2d sem.....5	English History, 2d sem.....5	Physiology and Botany { 2d sem.....5	Physiology and Botany { 2d sem.....5
	Elem. Drawing, 2d sem.....5	Elem. Drawing, 2d sem.....5	Elem. Drawing, 1st sem.....5	Elem. Drawing, 1st sem.....5
SECOND YEAR	Greek.....5	German.....5	Zoölogy.....4	Zoölogy.....4
	Cæsar.....5	Cæsar.....5	Cæsar.....5	German.....5
	Geometry.....5	Geometry.....5	Geometry.....5	Geometry.....5
	English.....4	English.....4	English.....4	English.....4
	Adv. Drawing.....3	Adv. Drawing.....3	Adv. Drawing.....3	Adv. Drawing.....3
THIRD YEAR	Greek.....5	German.....5	Chemistry.....5	Chemistry.....5
	Cicero.....5	Cicero.....5	Cicero.....5	German.....5
	English.....4	English.....4	English.....4	English.....4
	Ancient and Greek History { 1st sem.....5	Elocution.....2	Elocution.....2	Elocution.....2
	Roman " { 2d sem.....5	Ancient and Greek History { 1st sem.....5	And one of the following : Ancient and Greek History { 1st sem.....5	Ancient and Greek History { 1st sem.....5
	Elocution.....2	Roman " { 2d sem.....5	Greek History { 1st sem.....5	Roman " { 2d sem.....5
	or	or	Roman " { 2d sem.....5	or
	French.....5	French.....5	or	French.....5
		German.....5	German.....5	
FOURTH YEAR	Greek.....5	German.....5	Physics.....5	Physics.....5
	Virgil.....5	Virgil.....5	Virgil.....5	German.....5
	English.....4	English.....4	English.....5	English.....4
	And one of the following : Algebra, review, 1st sem.. { 5	And one of the following : Algebra, review, 1st sem.. { 5	And one of the following : Algebra, review, 1st sem.. { 5	And one of the following : Algebra, review, 1st sem.. { 5
	Geometry, " 2d sem.. { 5	Geometry, " 2d sem.. { 5	Geometry, " 2d sem.. { 5	Geometry, " 2d sem.. { 5
	Advanced Mathematics.....5	Advanced Mathematics.....5	Advanced Mathematics.....5	Advanced Mathematics.....5
	Physics (see note).....5	Physics (see note).....5	French.....5	French.....5
	French.....5	French.....5	German.....5	Economics, 1st sem..... { 5
	German.....5	Arith. review, 1st sem..... { 5	Economics, 1st sem..... { 5	Civics, 2d sem..... { 5
	Arith. review, 1st sem..... { 5	Vocal Music, 2d sem..... { 5	Civics, 2d sem..... { 5	Arith. review, 1st sem..... { 5
	Vocal Music, 2d sem..... { 5		Arith. review, 1st sem..... { 5	Vocal Music, 2d sem..... { 5

**REQUIREMENTS FOR ADMISSION.**—Graduates of Grammar schools in the city of Rochester are admitted without examination on the recommendation of the Grammar School Principal. All other pupils must pass an entrance examination or present a Regents' Preliminary Certificate and a pass-card in elementary U. S. History.

The tuition for non-residents is \$20 per semester (\$40 per year), payable October 1 and March 1.

Pupils who intend to enter college, a normal school, or the Normal Training School, should consult the Principal as to their course of study.

**REQUIREMENT FOR GRADUATION.**—The satisfactory completion of one of the above courses of study.

## FIRST YEAR.

REQUIRED:—Irving's Sketch-Book (selections), Scott's *The Lady of the Lake* and *Ivanhoe*; Tennyson's *Gareth and Lynette*; Julius Caesar.

OPTIONAL: (Note—It is expected that a few of the following selections will be read in class, and as many as possible of the rest will be read at home, and a report made on them either to the class or to the teacher.) Palmer's *Odyssey*; Old English Ballads; Scott's *Marmion*; Macaulay's *Lays of Ancient Rome*; Browning, three narrative poems; Selections from Holmes, the Broomstick Train, etc.; *Midsummer-Night's Dream*, *Coriolanus*, *Henry V.*; Franklin's *Autobiography*; Selections from Plutarch; Lincoln's *Speeches*; *The Vicar of Wakefield*; *The Last of the Mohicans*; *The Tailor*; *Bracebridge Hall*; *Mill on the Floss*; *David Copperfield*; Selections from Burns.

## SECOND YEAR.

REQUIRED:—Silks Marner; *The Rime of the Ancient Mariner*; *The Vision of Sir Launfal*; *The Idylls of the King*—*The Coming of Arthur*, *Lancelot and Elaine*, *Geraint and Enid*, *The Holy Grail*, *The Passing of Arthur*; *As You Like It*; Selections from Burns.

OPTIONAL:—Bryant's *Iliad*; Selections from Wright's *Greek Masterpieces*—Plato's *Crito*, *Phaedo*, and *Republic*; Selections from Warner, Burroughs, and Thoreau; Byron's *Prisoner of Chillon*; Goldsmith's *Deserted Village*; Gray's *Elegy*; Bryant's *Thanatopsis*; Ruskin's *Sesame and Lilies*; Hawthorn's *Twice-Told Tales*; Dicken's *Christmas Carol*; Blackmore's *Lorna Doone*; Dickens' *Tale of Two Cities*; Selections from Poe's *Poems*; Shakespeare's *Richard II*, *Richard III*, *The Tempest*.

## THIRD YEAR.

REQUIRED:—*The Merchant of Venice*; Irving's *Life of Goldsmith*; Milton's *L'Allegro* and *Il Penseroso*; Carlyle's *Essay on Burns*; Arnold's *Sohrab and Rustum*; Wordsworth's *Ode on Immortality*, *Tintern Abbey*, *Minor Poems*; Webster's *Bunker Hill Orations*.

OPTIONAL:—Dante's *Divine Comedy*; Longfellow's and Norton's *Translations*; *Don Quixote*; Lowell's *Biglow Papers* and *Fable for Critics*; Carlyle's *Heroes and Hero-Worship*; Mitchell's *Reveries of a Bachelor*; Lamb's *Essays*; Hawthorne's *House of Seven Gables*; Thackeray's *Virginians*; Pope's *Rape of the Lock* and *Essay on Criticism*; Emerson's *Essay on Compensation*; Bacon's *Essays*; *Twelfth Night*, *Romeo and Juliet*, *Henry VIII*; Milton's *Paradise Lost*; Demosthenes de Coana; Selections from Greek Historians.

## FOURTH YEAR.

REQUIRED:—Burke's Speech on Conciliation; Macbeth; Milton's *Comus* and *Lycidas*, and Sonnets; Macaulay's Essay on Milton; Selections from Johnson; Macaulay's Essay on Johnson.

OPTIONAL;—Sophocles' *Antigone*, Plumptre's Translation; Aeschylus' *Prometheus Bound*; Beowulf, Hall's Translation; Chaucer's Prologue, *Knight's Tale*, and Nun's Priest's Tale; Spenser's *Faerie Queen*; Hamlet, *King Lear*; Henry IV; Selections from Dryden; Milton's *Areopagitica*; Addison's *Sir Roger de Coverly Papers*; Macaulay's Essay on Addison; Selections from Shelley and Keats; Tennyson's *Princess*; Henry Esmond; *Romola*; Washington's Farewell Address to the People; Webster's Reply to Hayne.

## LATIN.

FIRST YEAR—Drill on forms and simple rules of syntax. Acquisition of a correct pronunciation and a sufficient vocabulary to begin the reading of Cæsar. Daily exercises in translating and in simple prose composition.

SECOND YEAR—Cæsar's *Gallic War*, books 1–4; daily exercise in prose composition and a thorough review of forms of syntax.

THIRD YEAR—Cicero's Orations, including the four against Catiline; for Archias and the Manilian Law; also selections from Cicero's Letters or from other orations. Daily exercises in prose composition.

FOURTH YEAR—Virgil's *Aeneid*, books 1–6; selections from Ovid's *Metamorphoses*. Drill in prose composition.

## GREEK.

FIRST YEAR—The inflections and fundamental rules of syntax. Daily exercises in translating simple sentences from Greek into English and English into Greek. Translation of the first eight chapters of the *Anabasis* in a simplified form.

SECOND YEAR—The *Anabasis*, books 1–4, with a thorough review of inflections; development of syntax; daily exercise in prose composition.

THIRD YEAR—Homer's *Iliad*—the equivalent of six books; selections from Attic prose writers; drill in prose composition.

## FIRST YEAR GERMAN.

## GRAMMAR.

(a) Drill in pronunciation in all oral work; general rules for the quantity of vowels, the sounds of the modified vowels, the diphthongs, consonental digraphs and trigraphs.



(b) Simple rules for the accentuation of foreign words and the use of capital letters.

(c) Declension of the articles, pronominal and possessive adjectives. The strong and weak declensions of nouns and the memorizing of nouns in common use under these declensions.

Declension of the adjective and of the pronouns, personal, relative, demonstrative, interrogative and indefinite.

(d) Comparison of the adjective and the adverb.

(e) The conjugation of the auxiliary verbs of tense and some of the simpler forms and uses of the modal auxiliaries.

The formation of the principal parts of strong and weak verbs. Conjugation, chiefly in the indicative mode of strong verbs and the memorizing by means of sentence work of those verbs under both classes that are in common use.

(f) The prepositions in common use.

(g) The elementary rules of syntax and word order including the normal, inverted and transposed position of the verb.

(h) The conditional mode and the simpler uses of the subjunctive.

Constant grammatical drill by means of exercises designed to fix in the mind the forms and principles studied.

The reading of from 100 to 115 pages of graduated texts in a reader.

Memorizing and oral repetition of colloquial sentences and composition and conversation based upon the sentences memorized and the texts read.

## SECOND YEAR GERMAN.

Careful review of the grammar studied the first year, with more thorough drill on the forms and conjugation of strong verbs, the modal auxiliaries, separable and inseparable, mixed and irregular verbs and the passive voice.

The use of the infinitive.

Further study of the subjunctive mode.

The most important adverbial and subordinate conjunctions and their influence upon word order.

Dependent clauses.

Additional rules in word order.

The use of the cases. The memorizing of the more common verbs governing the dative and genitive cases.

Derivation of nouns and adjectives; composition of nouns and adjectives.

Translation into German of easy English paraphrases of the texts read.

Conversation based upon the reading and the exercises memorized.

The reading of from 125 to 150 pages of literature in the form of short stories, such as Zschokke's "Der zerbrochene Krug;" Strom's "Imensee;" Gerstacker's "Germelshausen," etc.

### THIRD YEAR GERMAN.

**AIM OF COURSE**—The aim of the course in the third year of German is to meet, with as large a margin as possible, the requirements indicated in the Report of the Committee of Twelve of the Modern Language Association under the head of "Intermediate German" and in the Harvard and Cornell catalogues under the head of "Advanced German."

#### CHARACTER AND SCOPE OF THE WORK.

1. **GRAMMAR**—Thorough review, by topics of elementary grammar, followed by a cursory study of more advanced grammar, the chief features of which are mastered later, gradually in the reading and composition.

2. **READING**—The pace is adapted to the preparation and average ability of the pupils. From 500 to 700 pages of classical and contemporary prose and poetry, at least one half of which is taken from the works of Lesser, Schiller and Gœthe, are read and translated by the pupils. Routine class translation is avoided as much as possible. For purposes of control, other expedients are resorted to, namely: 'The pupils' word that the lesson has been carefully prepared; class translation of difficult constructions; questions as to the meaning of difficult passages, unusual words and words with unusual meanings; and above all, two written tests every month, sometimes the same for all pupils, sometimes different for every pupil.

Thus about one-half of the hour can be devoted to other phases of linguistic training. Almost as much German is read at sight, or read as German, without translating, as is assigned daily. No distinction is made in written tests between work prepared as an assigned lesson and work translated at sight, since whatever ground is covered at sight must be reviewed as part of the next day's lesson.

3. **COMPOSITION AND TRANSLATION OF CONNECTED ENGLISH**—Careful, written translations of themes and paraphrases based on the texts read, prepared, with notes and grammar references, and mimeographed by the teacher, equivalent in amount to one-tenth the number of pages read in German. These translations are the basis for the grammatical work of the course. They are discussed in class, corrected and graded by the teacher and returned to the pupils for further study, as part of the next day's preparation. This work then takes the form of a complete story, or an outline of the events of a play, which the pupils must be able to reproduce freely.

4. **CONVERSATION**—Limited practice is offered in conversation, but German is not the language of the class room. At times short talks are

given by the teacher in German on subjects connected more or less closely with the texts read, namely: On German literature, history, customs, etc.

5. WRITTEN TRANSLATION—When a text has been finished, a certain number of pages, usually eight or twelve, are assigned to every pupil to be carefully translated in writing. These translations are criticized by the teacher from two points of view: fidelity to the German thought and the English idiom. They are corrected and graded by the teacher and returned to the pupils for inspection and discussion.

#### TEXTS.

FIRST TERM—Joynes Meissner's Grammar, complete.

Stern's *Geschichten von Deutschen Städten*, pp 9–286 text.

Schiller's *Das Lied von der Glocke*, pp 1—15 text.

SECOND TERM—Readings from works of Lessing, Schiller and Goethe.

#### FRENCH, TWO YEARS.

AIM AND METHOD—The aim of the two years course in French is to meet the entrance requirements for elementary French in any American college or university.

In reality a great deal more is accomplished by a close correlation of the different phases of instruction.

1. GRAMMAR—The essentials of the grammar, as indicated in the catalogues of the leading eastern universities and in the Report of the Committee of Twelve of the Modern Language Association, are mastered, the principal irregular verbs are learned, a large, well digested vocabulary of words and sentences is acquired, and 30 to 40 pages of French are read and translated by the end of the first semester of the first year.

2. READING—In the second semester 200 to 300 pages are read and translated, with constant drill on form and syntax. In the second year 400 to 500 quodecimo pages of contemporary prose by different authors are read and translated, partly as prepared work and partly at sight.

3. COMPOSITION—The translation of themes and paraphrases, both orally and in writing, begins with the second term of the first year and is continued throughout the second year. It is believed that this is the best method of acquiring a connected vocabulary and of mastering the principles of French syntax. The amount of the work thus translated is equivalent to one-tenth the number of pages of French read.

4. PRONUNCIATION—Drill on pronunciation is continued throughout the course with scrupulous attention to the little faults which are so often neglected after the first few weeks of drill. The ear is trained by frequent dictation and translation at hearing.

5. WRITTEN TRANSLATIONS—When a text has been finished it is translated in writing by the pupils, a certain number of pages being assigned to

each pupil. These translations are criticised by the teacher from two points of view: fidelity to the French thought and English idiom. The translations, carefully corrected and graded by the teacher, are returned to the pupil for inspection and discussion.

### TEXT BOOKS—FRENCH.

#### FIRST YEAR.

Fraser and Squair's French Grammar.

Kuhn's French Reading for Beginners, pp. 3-196, text.

Easy French Stories, Williamson, Papot, pp. 15-139, text. (In part at least.)

#### SECOND YEAR.

Fraser and Squair's French Grammar.

Dumas' *La Tulipe Noir*, pp. 5-156, text.

Labiche and Martin's *Voyage de M. Perrichon*, pp. 3-81; text.

Colin Contes et Saynetes, pp. 1-35, text.

Daudet, *Selected Stories*, pp. 19-126, text.

Erckman-Chatrion, *Madame Therese*, pp. 250 (or something in place of it of about the same number of pages).

### ENGLISH HISTORY.

The time allowed for English History in the Rochester High School is twenty weeks.

Within that time the history of the English people, from the first appearance of man upon the island down to the present day, is studied, special attention being paid to the social and constitutional development. An attempt is made at the same time to keep in touch with European development on the continent.

Special topic work is given in which the pupils are required to use outside reference books.

Some time is also spent in the work of drawing and filling in maps, illustrating territorial changes, war campaigns, and commercial growth.

Written and oral reviews are held every two or three weeks; and during the last month a general review is taken up in connection with each advanced lesson.

Each pupil keeps a note-book for summaries, illustrations, and newspaper clippings.

The text-book used is "The Leading Facts of English History," by D. H. Montgomery.

## ANCIENT HISTORY.

The first semester's work consists of several weeks' study of the Eastern Nations, as introductory to the study of Greece, and the remainder of the time is devoted to the latter nation.

We have the aid of wall maps and such works for collateral reading as our school library or home collections afford.

Each pupil prepares a note-book in which is placed maps, plans, quotations, articles obtained from papers and periodicals, pictures, tables, subjects summarized, and written work in general.

The work of the second semester carries us through the story of Rome and the Middle Ages to 800 A. D. The same plan being pursued as during the first term.

The aim is to give the pupils the simpler conceptions common to all history, to teach them to form conclusions from the work done, and to trace the progress of the world's civilization.

## ECONOMICS.

The work in political economy consists largely of free discussions in the class-room of those topics that are subjects of living interest to the world about us. A text-book (Laughlin's *Elements of Political Economy*) is gone through systematically, the pupils being guided in their study of each chapter by a topical analysis furnished by the teacher. Certain topics, like Division of Labor, Banks, Clearing Houses, etc., are assigned to particular pupils to look up by personal observation and report to the class. Books of a popular economic character, like Bellamy's "Looking Backward;" "Equality;" Howell's "Traveller from Alturia;" George's "Progress and Poverty," are given to certain pupils to read and review before the class. The aim of the instructor is to develop the power of clear and logical thinking on economic subjects. With this in view, slight stress is put on "what the book says," but always the question is, "What do you think?" and "Do you think that is right?"

## CIVICS.

The method in the civics is similar to that in economics, viz., free discussion with the appeal to reason, the common sense of the pupils, and the acknowledged principles of right. The text-book has been Fiske's "Civil Government in the United States." Principles of government rather than catalogues of officials and their salaries are kept in mind. Present-day problems of City Government, Party Organization, Boss Rule, Woman Suffrage, etc., are discussed fully. Political topics from the newspapers are taken up in the class-room, and chapters in Bryce's "American Common-

wealth," and special features of the City Charter are assigned to individuals for individual study and report. The aim chiefly is to impress on the minds of the pupils the importance of right thinking and acting in political affairs, and to give them a few leading principles that are most needed, especially at the present time, to guide American citizens.

### MATHEMATICS.

The mathematical curriculum of the High School has been gradually extended within the past four years. This expansion is due to the ever increasing demands of the colleges. Ultimately, the course lies in the phenomenal progress of human knowledge. This remarkable growth, within the past fifty years, of the exact sciences especially, is constantly reacting upon the secondary schools, calling for a proportionally better preparation on the part of the high school graduates. The high school cannot, of course, train specialists, and even in the mathematical work the general ideal of mind-training completely overbalances all commercial considerations. At the same time, advantages of the latter kind are not underestimated, and practical problems are introduced in order to lead students to an immediate realization of the power derived from their studies.

The maximum time requirement, which formerly was two and a half years, has therefore been extended to three years. The elementary work, comprising Elementary Algebra and Plane Geometry, is compulsory, and occupies the first two years. After a pause of an entire year, the opportunity is given to review and enlarge the knowledge of mathematics previously gained. It may be possible, eventually, to establish a mathematical curriculum of four years, enabling a student to pursue mathematical studies uninterruptedly. This would only place mathematics on a footing of equality with the languages, for instance.

The following is a synopsis of the three mathematical courses given at present.

#### FIRST YEAR.

##### I. *The Elementary Course.* Required of all.

a. *Elementary Algebra.* In general, the course is identical in scope with the one outlined in the Regents' syllabus. The young student is made familiar with the fundamental operations. Many problems of average difficulty are solved.

#### SECOND YEAR.

b. *Plane Geometry.* The meaning of a geometric proof is gradually explained. To rouse the creative faculties, original exercises are given almost at the very beginning. Each new

proposition is attacked with all the instruments at the disposal of the student. "Mental diagrams" are often used, especially for review purposes.

#### FOURTH YEAR—FIRST SEMESTER.

### II. *The Review Courses.* Open to Seniors.

a. *Arithmetic.* This course is intended primarily for members of the teachers' preparatory class. The subject is developed more systematically and is treated from a more advanced point of view.

b. *Algebra.* The first elements are thoroughly reviewed, not merely repeated. Constant emphasis is laid on the logic of the subject, the various topics are extended and correlated, more scientific developments are given, interpretation of the formulas is insisted upon, more difficult problems are analyzed, and as much drill work as possible is given. Besides, to make the transition from high school to college less abrupt, the course includes an elementary discussion of ratio and proportion, variation, the progressions, the binominal theorem, logarithms, and graphs.

#### SECOND SEMESTER.

c. *Geometry.* The work of the second year is then reviewed in practically the same way. Independent demonstrations are called for. Many original problems are solved, "Mental Diagrams" are frequently substituted. The various methods of attacking geometrical exercises are carefully considered. To satisfy the requirements of some colleges, the course also treats of the first elements of Solid Geometry (as much of Solid Geometry as is contained in "Book VI." of the ordinary text-books).

### III. *The Advanced Course.* Open to Seniors.

A class in advanced mathematics was originated three years ago to meet the maximum entrance requirements of such institutions as Cornell. Only the most talented members of the Senior Class are encouraged to join this class. As it was found necessary to review the elementary work in a manner parallel to that of the review classes, but more rapidly, before touching the advanced topics, the original intentions of those directing the course have not yet been realized, but are being approximated more nearly each year. As now given the course includes:

## FIRST SEMESTER.

1. A review of Elementary Algebra.
2. Advanced Algebra (maxima and minima of quadratic functions, ratio and proportion, variation, the pregressions, the binomial theorem, logarithms, choice and chance, graphs, theory of equations, theory of numbers, etc.)

## SECOND SEMESTER.

3. A review of Plane Geometry.
4. Plane Geometry.
5. A rapid survey of Solid Geometry.

## PHYSIOLOGY.

The course in Physiology comprises a daily recitation of forty-five minutes for a period of twenty weeks.

The present equipment includes 15 B. & L. microscopes with double nose-pieces fitted with  $\frac{2}{3}$  and  $\frac{1}{2}$  objectives; dissecting microscopes; 36 dissecting sets; a skeleton, skull, separate vertebræ, femur (longitudinal and cross sections), Azoux models of the heart, larynx, eye; plaster models of the brain, ear, skin; a three-foot Azoux manikin; food and diet charts and anatomical charts; microscopic slides.

The class begins with a microscopic study of the cell, using such material as is available—*spirogyra*, *elodea canadensis*, *amoeba*, etc., and pass thence to a brief study of the various tissues. The skeleton, muscles, skin and its products, the various organs and processes are exhaustively studied with reference to structure, function and hygiene, including the effects of stimulants and narcotics.

The course is designed to give students a practical elementary knowledge of the human body. Special emphasis is laid upon hygiene, and students are encouraged to apply the knowledge gained. It is sought to impart an intelligent understanding of the ordinances of the Board of Health, the necessity for these, and thus to secure the co-operation of future citizens in their enforcement.

The educational value of the study of physiology is realized in the training of students in scientific habits of thought. At every step they trace the relation between cause and effect, the adaptation of means to end.

The students examine and make drawings of cells, tissues and organs; write accounts of experiments performed by them or by the teacher in their presence. The work is collected and bound in special note-book covers, and accepted if every sheet has been stamped approved by the teacher.



Lessons for home study are assigned in a printed outline of the subject prepared by the teachers. Every student is provided with a copy of the outline. Blaisdell's Practical Physiology is the text-book used.

Thus far no laboratory manual has been used, the teachers planning such laboratory work as could be done. With the opening of the new High School, however, we look forward to larger opportunities in this field. We hope to base our study on laboratory work and to make the text-book supplementary. While we shall continue to make the subject as practical as possible, with better facilities we can achieve better results educationally.

Students are always more interested in what they do themselves than in what they see done, and the lessons learned from self-performed experiments are far more impressive. The conclusions formed and the inferences derived become veritable discoveries, while the value of habits of accuracy in work can hardly be over-estimated.

A well chosen library for collateral reading will be available in the new school.

## ZOOLOGY.

The course in zoology is required of all second year scientific students. It is a year's course and includes weekly, two laboratory periods of ninety minutes each, and two recitation periods of forty-five minutes each.

In the laboratory each desk is equipped with a dissecting microscope, a dissecting pan and a case of instruments, including a scalpel, two adjustable needles, two forceps and a pair of scissors. One compound microscope is provided for every two pupils. With this equipment each student is enabled to do individual laboratory work on the structure of the typical forms of both invertebrates and vertebrates. Material is furnished by the school except in the case of the insects. These the students are required to collect for themselves. All laboratory work is done under the supervision of the teacher. Notes of work done are kept by the pupils. These notes include carefully lettered drawings and a written description of each animal studied. The objects of the descriptions are: first, to supplement the drawings; and second, to assist pupils to whom a good drawing is almost an impossibility. Where it is convenient, the natural history of the animals is studied in the laboratory by means of aquaria, observation hives, ants nests, and breeding cages for butterflies and moths, etc. Students are also encouraged to make personal observations on the habits, in the fields and woods, especially of birds and insects. When time and weather permit, occasional excursions are made under the direction of the instructor.

Some time is spent in the laboratory on experiments in the embryology of the frog, and the growth and development of insects.

In all the work that is done, especial emphasis is laid on, (1) accuracy of observation, (2) neatness in recording results, (3) a logical drawing of conclusions from the accumulated facts.

## CHEMISTRY.

PLACE IN CURRICULUM.—This subject is required in the third year of all courses except the classical, and is an alternative with physics in the third or fourth year of the classical course.

TIME.—It occurs *five* times per week for *forty* weeks. An average of  $2\frac{1}{2}$  periods per week is given to recitations, and  $4\frac{1}{2}$  periods per week to laboratory work. Periods are  $42\frac{1}{2}$  minutes each.

TEXT BOOK AND RECITATIONS.—The text book used is Remsen's Introduction to Chemistry. The year's work covers this text with the exception of a few pages on "Corrections in Measuring the Volume of Gases," and a part of the topic "Compounds of Carbon." These topics will also be given as soon as laboratory facilities and equipment permit.

MANUAL.—The laboratory manual is by the same author. It gives about 205 experiments, exclusive of qualitative analysis. Of this number 100 are required of the pupil, and some qualitative analysis is given near the close of the year.

NOTE BOOKS.—A special uniform note book, 8 x 11, is kept by the pupil, and the notes are written in the laboratory at the time of experimenting.

EXTRA WORK.—It should be noted that considerably more time than is indicated above is devoted to laboratory work, as pupils voluntarily devote time beyond the assigned periods.

## PHYSICS.

The subject of Physics covers one full year of seven periods per week; three of which are given to demonstrations, recitation and quiz. Lessons are assigned by topics, and an effort is made to have experimental work follow the demonstration and recitation.

Two consecutive periods, twice per week, are spent in the laboratory, and each pupil is required to complete at least forty experiments, largely quantitative in character, recording the results in a suitable note book which is not taken from the laboratory without permission from the instructor. The experimental work is followed by a quiz upon the text book and laboratory work.

## ROCHESTER NORMAL TRAINING SCHOOL.

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The Rochester Normal Training School was organized in September, 1898, for the professional training of teachers in accordance with Chapter 1031 of the Laws of 1895, which says :

“ The Board of Education, or the public school authorities of any city, employing a Superintendent of Schools, may establish, maintain, direct and control one or more schools for the professional instruction and training of teachers in the principles of education and in the method of instruction for not less than thirty-eight weeks of each school year.”

The school is located on Scio Street, near Main St., East, and can be easily reached by any of the trolley lines passing out Main St., East. The school has a teachers' professional library of over 700 volumes which is for the exclusive use of students. The students also have the benefit of a gymnasium fully equipped with all necessary apparatus where instruction in physical culture is given daily.

A practice school of nearly 1000 pupils affords opportunity for pupil teachers not only to teach but also to observe model teaching. A corps of professionally trained critic teachers have supervision of the practice teaching. For students who take the Kindergarten course, a large kindergarten in the practice school under the direction of an experienced directress and critic affords opportunity for observation work and practice teaching.

A course of lectures by professional educators is provided each winter by the Board of Education without expense to the students of the Normal School.

The tuition is free and the course of study covers a period of two years. At the completion of the course the student receives in addition to the diploma issued by the Board of Education, a New York State Training School certificate, or if they graduate from the Kindergarten Department, a New York State Training School Kindergarten certificate issued by the State Department of Public Instruction, which entitles the holder to teach in any public school or kindergarten in the state of New York for a period of three years, and is renewable without examination for periods of ten years each, thus being equivalent to a life certificate. These certificates are accepted in many of the other states without submitting the holder to further examination.

In accordance with a ruling made by the Hon. Charles R. Skinner, State Superintendent of Public Instruction, students who graduate from either course in this school, may by remaining a third year receive both certificates upon passing satisfactory examination in only such subjects as they did not pursue during their original course.

In the appointment of teachers to positions in the Rochester schools, other things being equal, preference will be given to the graduates of the Normal Training School.

At the close of each semester, the Department of Public Instruction furnishes a special examination in the several subjects prescribed in the course of study or in such of them as the State Superintendent may determine, which examination is included as a part of the work required in the approved course of study. These examinations begin on the Wednesday after the third Tuesday of January, and on the Wednesday after the second Tuesday of June, and continue three days. The name of every member taking the examination must appear in the report of the examination. Members must attain a standing of at least 75% in each prescribed subject and complete the course within two years.

The program of examination is as follows: Wednesday forenoon—History of Education, Nature Study, Physiology and Hygiene. Wednesday afternoon—School Management, Methods in History and Civics. Thursday forenoon—Methods in Mathematics. Thursday afternoon—Methods in Language, Composition and Grammar; Methods in Reading, Phonics and Orthography. Friday forenoon—Methods in Geography, Psychology and Principles of Education. Friday afternoon—Methods in Drawing.

Members of training schools who attain a standing of 75% in the several subjects of the course will receive a New York State Training School certificate upon the certification of the city superintendent that the candidate has shown sufficient skill in teaching to warrant his receiving such certificate, that he is a person of good moral character, and worthy to be employed in the schools of the state.

Training School certificates are valid for three years and are renewable thereafter for ten-year periods if the holder has had a successful experience of at least two years under the certificate.

A kindergarten certificate entitles the holder to teach in a kindergarten only. A violation of this regulation will be deemed sufficient cause for the revocation of the certificate.

These certificates are issued for a period of three years. Upon expiration they are renewable for ten-year periods if the holder has had a successful experience of at least two years under the certificate.

The examination for kindergarten certificates are held on the Wednesday after the third Tuesday of January, and on the Wednesday after the second Tuesday of June, and continue two and one-half days.

Candidate must obtain a minimum standing of 75% in the following subjects : History of Education, School Management, Special Kindergarten Methods, Primary Methods, Psychology.

Candidates may combine the standing earned in four consecutive examinations.

## QUALIFICATIONS FOR ADMISSION.

In addition to the physical examination required by the Board of Education for admission to the Normal Training School, the regulations of the State Department of Public Instruction are that,—Candidates must be at least seventeen years of age at the time of entrance. They must subscribe to the following declaration : “ We, the subscribers, hereby declare that our object in asking admission to the training school is to prepare ourselves for teaching ; and that it is our purpose to engage in teaching in the public schools of the state of New York, at the completion of such preparation.” They must hold diplomas issued by the State Superintendent of Public Instruction certifying to graduation from approved high schools or academies or certificates issued by the same authority certifying to the completion of an approved course of study in an institution of equal or higher rank as provided under the law. In addition thereto they must pass an examination conducted under the direction of the City Superintendent of Schools.

Candidates from other states, in order to qualify for entrance to the training school, shall present credentials of graduation from a high school or an institution of equal or higher rank having a course of study at least equivalent to the high school course of study prescribed as a basis for entrance to training schools in this state. Such credentials shall be forwarded to the State Superintendent for approval.

Before admission the principal of the training school must require each candidate to present an approved school diploma or a certificate issued by the State Superintendent. No person shall be admitted to the class later than the second Monday following its organization.

The requirements for admission to the Kindergarten Department of the school are the same as for admission to the Normal Department. Graduates from this department receive in addition to the diploma of graduation issued by the Board of Education, a New York State Training School Kindergarten certificate, the highest grade of kindergarten license issued by the state.

## COURSE OF STUDY.

The following is an outline of the Course of Study as pursued in the Normal Training School.

# NORMAL TRAINING SCHOOL.

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## GENERAL COURSE—JUNIOR YEAR.

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### FIRST SEMESTER.

Period.

100. Psychology and Child Study.
100. { Drawing, 60.  
Manual Training, 40.
- Physical Training, daily, 50 minutes.
100. Primary Methods and Kindergarten.
100. { Literature, 60.  
Art, 40.

### SECOND SEMESTER.

100. Applied Psychology and Pedagogy.
100. { Music, 60.  
Drawing, 40.
- Physical Training, daily, 45 minutes.
100. { Reading and Literature, 60. } Methods.  
Language and Grammar, 40. }
100. { Mathematics—Methods, 40.  
Nature Study, 60.

### SENIOR YEAR.

#### FIRST SEMESTER.

Period.

100. History and Science of Education.
100. { Nature Study (Methods), 50.  
Geography (Methods), 50.
- Physical Training, daily, 50 minutes.
100. { Methods in History and Civics, 50.  
Methods in Physiology and Hygiene, 50.
100. { Sociology, 60.  
Music, 40.
- Teaching, daily.

#### SECOND SEMESTER.

Teaching and Critic Meetings.

## KINDERGARTEN COURSE.

### JUNIOR YEAR.

#### FIRST SEMESTER.

Same as General Course.

#### SECOND SEMESTER.

Period.

100. { Music, 40.  
Nature Study, 60.

Physical Training, daily, 50 minutes.

100. Theory of Kindergarten.

100. { Reading and Literature (Methods), 60.  
Language and Grammar (Methods), 40.

100. Observation and Discussion.

### SENIOR YEAR.

#### FIRST SEMESTER.

Period.

100. History and Science of Education.

Physical Training, daily, 50 minutes.

100. { Nature Study, 50.  
Mother Play, 50.

100. Education of Man—Kindergarten Theory.

100. Teaching.

#### SECOND SEMESTER.

100. Literature.

100. Program Work.

100. Mother Play.

100. Teaching.

Physical Training, daily, 50 minutes.

The term "Period" is used to indicate a recitation hour of fifty minutes. Applied Psychology and Pedagogy is understood here to include the subject of "School Management," and Art of Questioning.

The instruction in Drawing, Music, and Manual Training is to be given by the City Supervisors in those subjects. In the Senior Year, all students will be required to teach one-half of each semester. Observation work will be given the Junior Class during the second term of the Junior Year. In the second semester, Junior Year, and the first semester, Senior Year, students will be expected to devote portions of the afternoons to field work in Nature Study.

## PRACTICE TEACHING.

In the practice teaching the aim is to give opportunity for such work as will produce practical and intelligent teachers. As no work can be truly one's own except as it is worked out through his individuality, the greatest possible amount of freedom consistent with the accomplishing of the required amount of work in the grade is encouraged.

After having had a year's work in the theory of pedagogy the pupil-teachers are required to teach for one term of twenty weeks, in the Training School. This term extends over one school year, ten weeks of teaching alternating with ten weeks of theory.

All work is under the supervision of experienced critics. Each critic-teacher has but two grades. When the standard of the grade requires, and at the beginning of each term, classes are taught by the critic-teacher, thus giving the pupil-teacher further opportunity for close and directed observation of efficient work. Each critic averages at least one day of teaching each week in both of her grades.

The pupil teacher is given practically entire control of her grade. She teaches all of an entire session. At the end of five weeks, when practicable, the work is changed, either to another grade or another session of the same grade. The pupil-teacher submits to the critic daily plans which are carefully reviewed by the critic and discussed with student-teacher before the lesson is presented to class. From time to time, subject plans are worked out and demonstrated by pupil-teacher. Careful and directed study of the child and of the class is required. A thesis based upon some phase of child study is required from each student at the close of her second term of teaching.

In all the teaching the student is practiced in studying individual peculiarities and physical and mental defects, and in adjusting work to the necessities of the case. The student is taught to apply the most general physical tests of child study to remove conditions which hamper the pupil's progress. The practice work should make close and sympathetic observers of child activity, and of those conditions which check or foster the fullest exercise of mental life.

Once each week is held a conference of critic and pupil-teachers. These conferences consist of model lessons with their after discussions; "round-table" talks on subjects suggested by the pupil-teachers themselves—the expression of some felt need, and discussions suggested by a required course of reading. The aim of the latter is to keep students conversant with the work of recent educators.

Students who have proven themselves incapable of carrying on their work successfully are allowed to observe in grades taught by efficient teachers, often assisting with the work. At the discretion of the critic and principal, she may resume her work.



## THE KINDERGARTEN DEPARTMENT.

The Kindergarten Department of the Normal Training School, covering two years, includes the theory and practice departments. During the first semester the same course of study is pursued by all students of the training department. This is of especial advantage because it gives a broader and more intelligent idea of the relative importance of each grade of work, and tends toward a closer connection between the kindergarten and primary schools. In this period a general survey is taken of all the gifts, occupations, games, and songs of the kindergarten, with some special idea of adaptation to work in the primary grades.

Opportunity is given during the junior year for a period of observation in the best kindergartens in Rochester. This observation is of inestimable value to the students, affording a more comprehensive view of the profession they have chosen. Here they see the actual working out of the theories they have discussed in the class-room, thus receiving a deeper and more lasting impression of them. They also have a good opportunity for another form of child study, and also a comparative study of methods, etc.

At the end of the first semester the students elect either the normal work or the kindergarten course, and a division is made, special work then being done with each group, although they still remain together in the game and story courses.

The kindergarten students continue their study of the kindergarten theory, completing the work with the first six gifts and most of the manual work by the end of the first year. The second year the remaining gifts are studied, and special attention is given to the program work, Froebel's Mother Play and Education of Man.

The aim in all the work of this department is to give the students a broad and intelligent knowledge of the kindergarten materials and their use; and also of Froebel's philosophy in its relation to the education of the present day. To this end a careful study is made of his life, system, and tools, original thoughtful work being encouraged. The large kindergarten connected with the school affords ideal conditions for the most effective practice work. The members of the Senior Kindergarten Class are required to teach a half day during the entire year. Every student in this department is required to be able to play the piano and to sing before she is permitted to graduate, as musical ability is considered a prime requisite in the kindergarten teacher. The Story and Literature Work for little children is strongly emphasized in this department.

## STATEMENT OF COURSE IN DEPARTMENTS.

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### SOCIOLOGY.

The purpose of this course is: First, to have the student secure a thorough comprehension of the relation of Man to Nature; the relations of the Individual to Society, and the Individual Aim in Education as compared with the Social Aim. In the second place, by an analysis of social forces and institutions, and by illustrations of the control of the individual by social forces acting through various institutions, the student will come to an understanding of social control. And finally, that the socialization process of the individual within the school is dependent upon school management and instruction, and without the school is dependent upon various social forces and institutions, keeping always before the student the question, "What is the ideal function of the teacher in the socialization of the child?"

#### I. The Origin and Scope of Sociology.

- (a) The beginnings of Sociology.
- (b) The development of Sociology.
- (c) The relation of Sociology to the Special Social Sciences.
- (d) The relation of Sociology to Social Reforms.
- (e) The Organic Conception of Society.

#### II. The Theory of Socialization.

- 1. The modes of Purposive Activity.
  - (a) Appreciation.
  - (b) Utilization.
  - (c) Characterization.
  - (d) Socialization.
  - (e) How analyzed and formulated by science.
- 2. Aggregation.
  - (a) Chief Conditions.
  - (b) Causes of Aggregation.
- 3. Association.
  - (a) Conflict and its motives.
  - (b) Modes of resemblance.
  - (c) Consciousness of Kind.
  - (d) Socializing forces.
  - (e) Co-operation.
  - (f) Personality and Social Classes.

4. The Social Mind and Social Control.
  - (a) Social Mind.
  - (b) Social Forces.
  - (c) Laws of Social Choice.
5. Social Organization.
  - (a) Institutions.
  - (b) Authority and Liberty.
6. Survival of Institutions.
  - (a) Natural Selection in Society.
  - (b) The Law of Survival.

## PSYCHOLOGY.

Psychology is intended as an introduction to the principles of education and to school management. These subjects should be closely correlated in their presentation. It is the aim of this course in Psychology to train the students to observe their own minds and the minds of others, and to aid them to gain a clearer understanding of the science of the laws of the mind, by presenting the principles in a simple and definite manner. The course takes up the general study of mental processes, dealing with knowledge as a form of attention, and the inter-relation of attention with interest and habit. This work is made introductory to the course in Pedagogy, by giving special attention to the study of motor impulses, emotion, instinct, imagery, imitative, experiment, etc., using them as the basis for the observation and interpretation of individual children.

- I. Psychology and its relation to physiology.
- II. The mind—its three functions.
- III. Consciousness.
- IV. Attention, voluntary and involuntary; the nature and characteristics of each, and the relation of one to the other.
- V. Interest: the factors on which it depends; its relation to attention.
- VI. Habit: the law of habit; instinct; reason; character.
- VII. Knowing: (1) presentation; (2) representation; (3) elaboration.
  1. The presentative faculties.
    - (a) Sensation: its physical and psychical factors; the senses and their functions.
    - (b) Perception: sense percepts, the elements of all knowledge.
    - (c) Observation: its relation to sensation, perception, attention; sense realism.
  2. The representative faculty.
 

Memory: passive, remembering; active, recollecting; the three steps—apprehension, retention, reproduction; the laws of association; mnemonics.

### 3. The elaborative faculties—thought processes.

- (a) Imagination : reproductive and creative ; processes involved.
- (b) Conception : stages in the process—presentation, comparison, abstraction, generalization, denomination ; causes of indistinct or poor concepts ; apperception.
- (c) Judgment : processes involved ; intuitive and deliberative judgments ; causes of incorrect judgments.
- (d) Reasoning : induction, deduction, analogy.  
Percepts, images, concepts : their relation and their value in acquiring new knowledge.

**VI II.** Feeling : The feelings as sensations and as emotions ; egoistic, social, intellectual, æsthetic and moral emotions ; cultivation and repression of feelings.

**IX.** Willing : the will and its relation to attention, desire, the feelings, thoughts, and habit ; instinct, deliberation, choice.

**X.** Growth and development of the mental faculties ; the influence of heredity and environment ; order and stages of development.

## APPLIED PSYCHOLOGY AND PEDAGOGY.

The general aim of this course is to present to our students the fundamental principles of teaching based on a sound psychology and tested by the best school experience. It is believed that the real educative process starts with what the child has already gained in his own experience, and that the definite work of the school is to give a clearer meaning to this experience and thus enable him to get more value from his succeeding acts. With this thought in mind the course has been arranged.

1. The Relation of Psychology to Teaching.

2. Means of Knowing Mind.

Methods: { The Subjective.  
              { The Objective.

3. The Child.

1. The Elements.

(a) Native Tendencies.

(b) Acquired Capacities.

2. Energies.

(a) Spontaneous.

(b) External.

3. Senses.

(a) Physiology.

(b) Classification.

(c) Individual differences.

4. Sensations.
  - (a) General.
  - (b) Special.
5. Attention.
  - (a) Definition.
  - (b) Classification.
  - (c) Power in child.
  - (d) Methods of increasing power.
6. Thinking.
  - (a) Perception.
  - (b) Conception :  $\left\{ \begin{array}{l} \text{Psychical Notions.} \\ \text{Logical Notions.} \end{array} \right.$
7. Apperception and Retention.
  - (a) Memory, Recollection, Synthesis, Association, Unification, Analysis, Comparison, Classification.
  - (b) Dynamical Associations.
  - (c) Relation of Attention and Memory.
8. Imagination.
  - (a) Character.
  - (b) Development.
4. Principles of Intellectual Development.
  - (1) From Presentative to Representative ; from Things to Symbols ; from Sensuous to Ideal.
  - (2) Development demands self-activity.
  - (3) The Unity of whole being.
5. The Forms of Emotional Development.
  - (a) Relation of Feeling and Self-Activity.
  - (b) Spontaneity.
  - (c) Activities : Strength of ; Change of ; Harmony of.
  - (d) Development of Emotional Nature Through Motive.
  - (e) The Forms of Feeling ; Intellectual, Aesthetic, Personal.
6. The Mental and Physical,—their action and reaction.
7. The Doctrine of Concentration.
8. Discipline and Moral Training.
  - (a) The Ends.            (1) Immediate.            (2) Ultimate.
  - (b) The Means            (1) Objective.            (2) Subjective.
  - (c) School order as dependent upon educative work.
9. Working Hypotheses for Teacher.
  - (a) The Divine in each child.
  - (b) The Altruistic Motive.
10. The Training of the Will.
  - (a) Search for Truth.
  - (b) Choice.

**II. Methods.**

- (a) The Test,
- (b) Wrong Methods,—unmoral.
  - 1. The Method of the Recitation.
    - (a) Goal of Instruction.
    - (b) Plans.
    - (c) Steps.
  - 2. The Art of Questioning.
  - 3. Examinations,—Written Tests.
  - 4. Rewards, Prizes, Marks.

**HISTORY OF EDUCATION.**

The purpose of this course is to have the student become familiar with the mistakes, the struggles, and the triumphs of the great educators of the past; to trace the growth and development of educational principles and systems; to gain a clear conception of the diverse phases that education has assumed in different nations and ages; to know how largely education and its results have depended upon the conditions of the times and the environment of the people. Students will be held responsible for the work as outlined and not as it may appear in any particular book.

- I. Oriental education. A general view of education among the ancient Chinese, Hindoos, Israelites, Egyptians and Phœnicians.
- II. Greek education.
  - (a) At Athens.
  - (b) At Sparta.
  - (c) Noted educators: Socrates, Plato, Aristotle, Pythagoras.
- III. Roman education.
  - (a) Under the republic.
  - (b) Under the empire.
  - (c) Educators: Cicero, Quintilian, Seneca.
- IV. Early Christian education.
  - (a) Characteristics.
  - (b) Educators: St. Jerome, St. Augustine.
- V. Education during the middle ages.
  - (a) Description and explanation of its general character.
    - 1. Feudal or knightly education.
    - 2. Monasticism,
    - 3. Scholasticism.
    - 4. Saracenic education.
  - (b) Noted educators: Charlemagne, Alcuin, Abelard, Alfred the Great.
  - (c) Rise of universities.

## VI. The period of the Renaissance and Reformation.

### (a) Causes of the renaissance.

1. Decay of feudalism.
2. Invention of printing.
3. Invention of gunpowder.
4. Invention of mariner's compass.
5. Crusades.
6. Downfall of Constantinople.

### (b) Characteristics of the renaissance.

1. Recognition of individual worth.
2. Use of vernacular as a written language.
3. Growth of modern science.
4. Increased attention to the education of women.
5. Change in curriculum and method of teaching.

### (c) Humanism.

### (d) Noted reformers: Erasmus, Melanchthon, Luther, Sturm, Montaigne, Rabelais, Comenius, Ascham, Bacon.

### (e) The teaching societies: Jesuits, Port Royalists, Oratorians.

## VII. Education since the sixteenth century.

### (a) General characteristics.

1. The "real school" movement.
2. The kindergarten.
3. Universal compulsory education.
4. Professional training of teachers.

### (b) Special study of the following educators: Fenelon, Locke, Rossenu, Basedow, Francke, Pestalozzi, Froebel, Jacotot, Arnold, Spencer, Herbart, Mann, Barnard, Page.

## ART.

"The greatest works of art should become the ones most familiar to the people."

The object of this course is to familiarize our students with the lives and works of the great artists, and to aid them in making a collection of supplementary illustrative material which shall be classified and ready for use whenever needed. Special attention is given to the development of Art and to a study of the master-pieces of all ages, correlating with the history and the literature of the different periods. Emphasis is placed on the sociological element as revealed in the art of a nation, showing that in the rise and progress of art may be traced the growth and progress of a historic people.

### 1. Architecture.

(a) Ancient, Egyptian, Grecian, Roman, Early Christian, Byzantine.

1. History.
2. Characteristics.
3. Comparison.

(b) Mediaeval, Italian, Gothic.

(c) Modern, European.

### Sculpture.

(a) Ancient, Egyptian, Asian, Greek, Etruscan, Roman, Early Christian.

(b) Mediaeval. Romanesque, Gothic, Renaissance.

(c) Modern, European.

### Painting.

1. Classical Period, Egyptian, Assyrian, Arabian, Moorish, Greek, Etruscan, Roman.
2. In Far East—Persian, Indian, Chinese, Japanese.
3. Early Christian and Byzantine Ages.
4. Middle Ages.
5. Renaissance in Italy—Florentine School, etc.
6. Italian painting in XVI Century.
7. The Netherlands—XIII and XIV Centuries.
8. Germany.
9. Italy—XVII and XVIII Centuries.
10. Spain and Portugal.
11. The Netherlands—XVII and XVIII Centuries.
12. Nineteenth Century Painting—European, American and Japanese.

## LITERATURE.

The central idea of this course is to make the student acquainted with representative works of the greatest authors and to give him a general insight into literary interpretation. The intimate relation between literature and history is shown in the fact that one cannot fully understand literature without an acquaintance with the national traits of the writers, the general character of the age in which they lived, and the physical and social conditions by which they were surrounded. A careful study is made of the literature for children and of selections best suited for memorizing. The courses in history, literature and art are correlated as far as possible from the psychological standpoint.

I. Folk-lore and Myths—Oriental, Grecian, Roman, Norse, German, British.

II. Earliest written poems—as Sagas and Ballads.



- III. Literature of Greece and Rome, the history of its development, with sufficient study of individual pieces to reveal its salient characteristics.
- IV. Literature of the Renaissance—Italy and Great Britain.
- V. Modern European Literature—Germany, England, Spain and France. (The greatest emphasis upon that of England, with an intensive study of masterpieces.)
- VI. American—Colonial, Revolutionary and 19th Century. (Having gained a view of each period, follow with a study of the most valuable types of each.)

## READING.

The psychology of reading is made the fundamental idea in this course. Images to express and motives for expressing them are the underlying principles of all oral reading; therefore the thought-getting side of the subject is emphasized. Special attention is given to the adaptation of literature to the nature and needs of the child.

- 1. Psychology of Expression—Verbal, Vocal, Pantomimic.
  - (a) Vocal Expression; its basis in Nature; Characteristics.
    - 1. "From Within Out."
    - 2. Organic Unity.
    - 3. Freedom.
- 2. Expression—Its Subjective Side.
  - (a) Sequence of Ideas.
    - 1. Primary Elements of Thinking.
      - (a) Attention. (b) Transition.
  - (b) Conception—Its genesis; media of expression; manifestation.
    - Power to conceive developed through:
      - 1. Wide range of Apperception.
      - 2. Study of Art and Nature.
      - 3. Stimulation of faculties in realizing Truth.
  - (c) Abandon.
    - Responsiveness—Modes of Expression. Representative. Manifestive.
- 3. Expression. Its Objective Side.
  - (a) Change of Pitch.
  - (b) Education of the Eye.
  - (c) Phrasing.
  - (d) Simplicity.
  - (e) Animation.
- 4. Logical Relations.
  - (a) Accentuation.

- (b) Touch.
- (c) Centralization.
- (d) Conversational Form.
- (e) Method of Thought and Word.
- (f) Method in Narration.
- (g) Method in Description.
- (h) Antithesis.
- (i) Soliloquy.

### 5. Emphasis.

- (a) Inflection.
  1. Kinds.
  2. Direction.
  3. Length.
  4. Abruptness.
  5. Straightness.
- (b) Intervals.
- (c) Subordination.
- (d) Silence.
- (e) Movement.
- (f) Texture and tone : color.
- (g) Stress.

**NOTE.**—Problems under each of above steps will be worked by each student.

## METHODS :

1. Primary " Learning to Read."

- (a) Synthetic.      1. The "A, B, C, Method."  
                         2. The Phonic Method.
- (b) Analytic.      1. The Word Method.      2. The Sentence Method.
- (c) Analytic.      Synthetic.      The Phonic Method.  
        A study of each as regards History, Psychologic basis and results.
- (d) An Ideal Method outlined by each student.
- (e) Correlation of Reading with other Primary Subjects.
- (f) Introduction of Spelling.
- (g) Introduction of Phonics.

## 2. Intermediate.

- (a) The Recitation.
1. Preparation. Silent Reading. 'The "Dictionary Habit."'
  2. Vocal Expression ; its requisites.
    1. Stimulation of Interest.    2. Impulse to Express.
- (b) Faults of Expression ; their cause and remedy.    1. Mental.
2. Physical.

- (c) Need of specific aim in each recitation.
- (d) Correlation of Reading with other subjects.
- (e) The development of "taste" through good literature.
- (f) The development of the Play Instinct.

#### LITERATURE.

- (a) Definition.
- (b) Characteristics of Good Literature.
  - 1. Aesthetic Value.
  - 2. Ethical Value.
  - 3. Thought Value.
- (c) Adaptation to Nature and Needs of the Child.
  - 1. Primary Literature.
  - 2. Intermediate Literature.
  - 3. Grammar Literature.
- (d) Mode of Presentation. 1. By wholes. 2. By parts.
- (e) Test of teachers power to teach literature.

### LANGUAGE AND GRAMMAR.

This course is arranged to correlate with all subjects of the curriculum. Its fundamental ideas are that thought should have a clear and distinct manifestation, and that training of the language power should be prominent in every lesson. Special attention is given to Grammar as a thought subject.

#### 1. Language.

- (a) Its Origin.
- (b) Development of Alphabet.
- (c) Origin and development of English.
- (d) Growth and change in form of English words.
- (e) Roots, Stems, Compounds, Affixes.

#### 2. Methods.

- (a) Introduction.
  - 1. The acquirement of language; its difficulties.
  - 2. Language equipment of a child of six years; how utilize and enhance.
- (b) Primary Language Work.
  - (a) Aims.
  - (b) Means.
    - 1. The Story.
    - 2. The Picture.
    - 3. The Poem.
    - 4. Nature Study.

5. Manual Expression.
6. The Reading Lesson.
7. Dramitization.

(c) Written Work.

1. First aim—to arouse impulse to express graphically—through presenting conditions for the stimulation of thought.
2. Subjects.
3. Correction of syntax. Rules; their value; time of introduction. Marks of punctuation. Capitals.
4. Paragraphing.
5. Original, independent expression; how develop.

**GRAMMAR.**

1. Its disciplinary value.
2. Its definition.
3. Time to begin.
4. Diagraming.
5. Analysis.
6. Applied.
7. Correlation with Reading and Literature.

## METHODS IN HISTORY.

I. General Nature of History.

- (a) Value of history.
- (b) Object of History.
- (c) Essential Elements. Processes involved in Organizing History.
- (d) The process of Interpretation. Nature and kinds. Material presented for Interpretation. Educational value of Interpretation.
- (e) The process of co-ordination. Nature of the process and educational value.

II. Stages in the Teaching of History.

1. Stories : 

{	Biographies.
	Rebellions.
	Battles.
	Miscellaneous.
2. Biographies.
3. Incidents.
4. Periods.
5. Constitutional History.

### III. Periods of American History.

#### 1. Period of the Growth of Local Institutions.

- (a) Relation of discoveries and explorations.
- (b) The period as a whole.
- (c) Diffusion of rights and privileges.
- (d) Centralization of rights and opportunities.
- (e) The Middle Colonies.

#### 2. Period of the Growth of Union.

- (a) The period as a whole.
- (b) Union against England.
- (c) Union between States and General Government.

#### 3. Period of the Development of Nationality.

- (a) The period as a whole.

#### 4. Period of Nationality and Democracy.

- (a) Period of Conflict.
- (b) Mutual approach of Nationality and Democracy.
- (c) Fusion of Nationality and Democracy.

#### 5. Period of Nationality and Slavery.

- (a) Development of the Conflict.
- (b) Growth of Sectionalization.
- (c) Destruction of Slavery and Triumph of the Nation.
- (d) Industrial Growth and Development of the Nation since the War.

## DRAWING.

The Drawing Course has been adapted especially to meet the needs of kindergarten and grade teachers, and includes work with scissors, pencil, ink, water-colors, clay and blackboard, carried on in connection with the various school subjects. Every opportunity is given to make the course of practical value, not only in ability to draw, and in proper methods of presentation, but in the actual application in the school room under the supervision of the Critic teacher.

A strong effort is made to lead the students to realize that a knowledge of art is necessary to a well-rounded life, and that it is the duty of the teacher to develop both the æsthetic and the practical side of the subject. The course has been planned in progressive steps from the lowest to the highest grades, and covers instruction in Representation—including nature work, illustrative and imaginative drawing and cutting, pose drawing, form and appearance, composition, expression of color values, light and shade, and principles of perspective.

Decoration—Including principles of beauty, line and space relation, creative work from nature and historic ornament, composition, and the practical application of decorative design.

**Construction**—Including the use of instruments, the facts of form, the working drawings showing views, sections and developments, etc., and constructive design. The collecting of material and the study of programs for this line of work in the schools are made special features of the course.

**History** of art, picture study, and proper decoration of the school room, receive special attention. As a means of expression, drawing occupies a place which nothing else can fill, and the study of art has proved to be the most powerful factor toward æsthetic culture.

**Color** study does much toward developing the perception and appreciation of beauty, and has opened the eyes of many to the charms of nature.

## GEOGRAPHY METHODS.

### I. Mathematical.

- (a) Necessity of correlating Geography with Mathematics and Astronomy.
- (b) Directions. 1. Relative. 2. Absolute.
- (c) Distance, units, and their application.
  - 1. Comparative Distances.
  - 2. Exact Distances.
- (d) Map construction.
  - 1. Plans of simple surfaces.
  - 2. Maps of local areas.
  - 3. Maps of important divisions drawn to a scale and from inspection.
- (e) Moulding relief maps and relief globe.
- (f) The Universe.
  - 1. Solar System.
  - 2. Stars.
  - 3. Nebular Hypothesis.
- (g) Globe Study.
  - 1. Shape.
  - 2. Size. (a) Comparative. (b) Approximate.
  - 3. Motions. (a) Daily and result. (b) Yearly and result.
  - 4. Poles, axis, and equator.
  - 5. Plane of the ecliptic.
  - 6. Inclination and parallelism of axis and results.
  - 7. Circles of
    - a. Latitude.
    - b. Longitude.
    - c. Hemisphere boundaries.
  - 8. Zones.

**(h) Statistics.**

1. Areas.
2. Distances.
3. Altitudes.

**II. Physical.****(a) Necessity of correlating Geography with Biology and Dynamic Geology.****(b) Land.****1. Rocks.**

- a. Recognition of common rocks and minerals of vicinity.
- b. Formation.
  1. Solidification of sandstone and shale in process, observed in cuttings near the city.
  2. Formation of other rocks.
  3. Metamorphism.

**2. Weathering of rocks, studied in the field.**

- a. Agency of water.
- b. Agency of frost.
- c. Agency of organic life.
- d. Chemical agencies.

**3. Erosion.**

- a. Wind.
- b. Fresh water.
  1. Field study of spring, brook, river, lake.
  2. Power of erosion.
  3. Carrying power.
  4. Deposits on shore, flood-plain, bar, delta.
  5. Land forms produced, as hills of erosion, river-valleys and gorges, deltas, filling up of lakes, etc.
- c. Ocean.
  1. Work of waves and tides.
  2. Deposits on bars, shores, and sea bottom.
- d. Ice in form of glacier.
  1. Wearing away of surface of earth.
  2. Transportation.
  3. Deposits.

**4. Soils, studied in the field.**

- a. Characteristics of common soils.
- b. Formation.
- c. Agricultural value.

**5. First appearance of continents.****6. Stratification, illustrated by study of river bank.****7. Land tilting and mountain formation.**

8. Gradual growth of our continent; geography during the different periods, especially
  - a. The Coal Period.
    1. Formation of coal.
    2. Flora and fauna.
  - b. The Glacial Period.
    1. Glacier.
    2. Direction of movement.
    3. Recession.
    4. Deposits.
    5. Glacial lake.
    6. Formation of Pinnacle Hills, Ridge Road, Sugar-Loaf Hills around Irondequoit Bay, Genesee River Gorge and Falls.
9. Structure, relief forms, and drainage of the continents in general.
10. Globe study of land and water areas.
  - a. Position.
  - b. Extent.
  - c. Distribution.
- (c) Ocean. 1. Waves. 2. Tides. 3. Currents.
- (d) Atmosphere.
  1. Air.
  2. Light, electricity, magnetism.
  3. Heat. a. Sources. b. Distribution.
  4. Winds and storms.
  5. Moisture. a. Forms. b. Distribution.
  6. Climate.
- (e) Geographical distribution of animals and plants.
- (f) Races.
- (g) Man in Nature.
  1. Modifying influence of man.
  2. Man and the forest.
  3. Influence of geographical conditions on man and his industries.

### III. Political.

- (a) Necessity of correlating Geography with History and current events.
- (b) Idea of political divisions developed from village, city, country.
- (c) Description of primitive nomadic society.
- (d) Sketch of development of land ownership, and the various systems of government.



## (e) Political divisions of continents.

1. Position, actual and relative.
2. Relative size.
3. Form of government.
4. Sub-divisions of importance.
5. Capitals, important cities, and strategic points.
6. Population, relative and approximate.
7. Prominent men and movements at present time.

## IV. Commercial.

## (a) Study of Rochester and Monroe County, with personal investigation of principal industries, transportation, etc.

## 1. Products.

(a) Kinds. 1. Natural. 2. Manufactured.

(b) Source.

1. Animal Kingdom.
2. Vegetable Kingdom.
3. Mineral Kingdom.

(c) Distribution.

1. Local.
2. General.
3. Relative.

(d) Exchange.

1. Chief exports.
2. Chief imports.

## 2. Industries.

(a) Distribution.

1. Local.
2. General.
3. Relative.

(b) Relation of government to industries of people.

## 3. Commercial centers.

(a) Natural causes that have determined their location.

(b) Natural causes that have contributed to their growth.

## 4. Highways of commerce.

(a) Natural.

(b) Artificial.

(b) Similar study extended to State, United States, world.

## NATURE STUDY.

In this course the aim is three-fold. First—To give the students the ground-work of Botany, Zoölogy, and Geology. Second—To train them to habits of accurate observation. Third—To instruct them in the methods of teaching Nature Study in the grades of the public school.

The work in Botany covers: 1. The study of plant relationships and the ready recognition of the members of the more important plant families. 2. Experimental work in physiological Botany, including the functions of the root, stem, leaves, flowers, and fruits. 3. Experiments on the influence of the ecological factors of water, heat, light, soil, etc., and the cycle of plant life throughout the year, with laboratory work on germination.

Zoölogy includes: 1. The study and recognition of the various orders of animals with their chief representatives; special attention being given to a study of the local fauna, including the angle worm, snail, crayfish, insects, fish, amphibia, reptiles, birds, and the common mammals.

The course in Geology includes the formation of the earth and the recognition of ordinary rocks and minerals. Experimental work is also given on weather observation and the making of weather charts.

Systematic field work is required throughout the course in order that the students may see objects in their natural environment and may learn to observe accurately.

The latter weeks of the course are devoted to practice in making outlines of work and courses of study adapted to the various grades of the public schools, and to methods of applying them.

## PHYSIOLOGY AND HYGIENE.

Dissection by each student of some mammal, careful diagrams being required; viscera of thoracic and abdominal cavities; principal veins and arteries; muscles of arm, especially biceps and triceps; shoulder and elbow joints; brain and few nerves.

Study of human skeleton; recognition of principal bones; comparison with those of mammal dissected; adaptation to position and use; structure, nourishment, joints, cartilages and ligaments studied in fresh bones of mammals; experiments to show composition, strength; microscopic study of bone structure.

Muscles; gross structure, use and mode of action; illustrated by dissected specimen, and by experiments on the living body; use of bones and levers illustrated by experiments with levers and by reference to skeleton; microscopic structure of muscles.

Skin; Microscopic structure; functions; glands; hair and nails; cleanliness and bathing.

Food and digestion; study of alimentary principles, and the foods in which they are found; condiments; drinks; cooking; general structure of organs of digestion; comparison of teeth and stomach with those of other animals with reference to food habits; microscopic structure of villi, etc.; digestive fluids, with experiments showing gastric digestion, etc.; passage

## (e) Political divisions of continents.

1. Position, actual and relative.
2. Relative size.
3. Form of government.
4. Sub-divisions of importance.
5. Capitals, important cities, and strategic points.
6. Population, relative and approximate.
7. Prominent men and movements at present time.

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The object of the work, then, is to promote higher physical ideals in the minds of the pupils as well as to give them individually regular and systematic physical training for their own health and general development, and to allow them also opportunity for practice teaching in light gymnastics and games. Gymnasium work is required daily. The regular gymnasium suit is worn.

## METHODS IN MATHEMATICS.

1. The Psychology of Number.
  - (a) Value of its study to the teacher.
  - (b) The Origin of Number.
  - (c) Definition of Number.
  - (d) Concrete ; Abstract.
2. The History of Mathematics as a school subject,—its prominence in the past and present.
3. Methods:—The “Old Method.” The “Grube Method.” The “Rational (Dewey) Method.”

A study of each and comparison as regards :

- (a) Characteristics.
  - (b) Development of Power.
  - (c) Development of Figuring Facility.
4. Subjects.
    1. The Fundamental Operations.
      - (a) Psychologic processes of each and their relation.
      - (b) Correlation.
    2. Denominate Numbers.
    3. Measures and multiples. Fundamental principles and application.
      - (a) Greatest Common Divisor. (Measure)
      - (b) Least Common Multiple.
    4. Fractions.
      - (a) Function and Principle.
      - (b) Change of Form.
      - (c) Comparison of.
      - (d) The fundamental operations in.
    5. Percentage.
      - (a) Its connection with fractions.
      - (b) Application.
        - (a) Profit and loss.
        - (b) Interest.
    6. Involution and Evolution.

5. The Method of the Lesson.
  - (a) Kind—Development and Drill.
  - (b) Problems and their Analysis.
  - (c) Test of teacher's ability.
6. Primary Number Work.
  - (a) The Number Instinct and its development (1) Incidentally through kindergarten occupations and manual expression work.
  - (b) Specifically through number lessons.
7. Intermediate and Grammar Work.

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7. Intermediate and Grammar Work.

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Burke, Mrs. Elizabeth J.	6	Assistant	233 Lake Avenue
Burns, Miss F. E.	9	"	11 Hand Street
Burns, Miss Mary	26	"	11 Hand Street
Burns, Miss Rose A.	21	Kg. Assistant	50 Phelps Avenue
Burns, Miss K. J.	High	Assistant	11 Hand Street
Butler, Miss K. A.	15	"	118 Meigs Street
Button, Miss Nettie M.	7	Kg. Assistant	175 Lexington Avenue
Button, Miss Florence E.	31	Assistant	175 Lexington Avenue

## C

Calhoun, Miss Eleanor R.	10	Assistant	102 Kenilworth Terrace
Carey, Miss Cecelia R.	22	"	88 Hamilton Street
Carey, Miss M. A.	21	"	88 Hamilton Street
Caring, Miss C. L.	High	"	26 Hubbell Park
Carhart, Miss F. L.	15	"	54 Kenilworth Terrace
Carmichael, Miss Minnie L.	6	"	71 Jones Avenue
Carmichael, Miss Lula M.	23	Kg. Assistant	71 Jones Avenue
Carr, Miss C.	15	" "	827 Main Street East
Carr, Miss A. A.	15	Assistant	827 Main Street East
Carroll, Miss Helena A.	4	"	The Deavenport, East Av
Case, Miss Emma	23	Kg. Directress	1 Thayer Street
Case, Miss F. L.	High	Assistant	1 Thayer Street
Chamberlin, Miss Josephine	4	Kg. "	218 Columbia Avenue
Chappell, Miss J. G.	9	" "	25 Cambridge Street
Chillson, Miss Clara L.	18	Assistant	179 North Union Street
Christa, Miss Nellie A.	31	"	27 Evergreen Street
Clackner, Miss M. A.	High	"	897 Oak Street
Clackner, Miss Getta V.	7	"	897 Oak Street
Clark, Miss Anna E.	5	"	172 Alexander Street
Clark, Miss Katherine B.	4	"	201 Tremont Street
Clark, Prof. E. R.	High	"	16 Tracy Street
Clark, Miss J. R.	9	"	172 Alexander Street
Clark, Miss Susan	13	Kg. Assistant	47 Avenue B, Vick Park
Clark, Miss Florence J.	N. T. S.	Critic	6 Joslyn Park
Clark, Miss Mildred Z.	20	Assistant	17 Marietta Street
Clark, Miss Mary E.	30	"	119 Ambrose Street
Clark, Miss Jennie	30	Kg. Assistant	278 Alexander Street
Clarke, Miss Dora E.	26	Assistant	86 Plymouth Avenue
Clarke, Miss Gertrude M.	26	K. Directress	47 Vick Park B
Clements, Miss Elizabeth M.	4	Assistant	91 Jefferson Avenue
Clements, Miss Sara L.	4	"	91 Jefferson Avenue
Cloonan, Miss M. A.	9	"	8 Austin Street
Clune, Miss L. G.	17	"	27 Austin Street
Cochrane, Miss M. E.	17	"	143 Jay Street
Cochrane, Miss Emma	35	Kg. Directress	354 Court Street
Cogswell, Miss Bertha	25	" "	19 Jones Avenue
Collins, Miss Carrie C.	36	Assistant	483 Main Street East
Cone, Miss Clara P.	6	"	177 Jay Street
Connell, Miss Mary E.	7	"	217 Lyell Avenue
Connolly, Miss Kate C.	18	"	26 Leopold Street
Connor, Miss Jennie M.	18	"	20 Glasgow Street
Connor, Miss Mary	22	"	12 Champlain Street
Connor, Miss Frances	30	"	4 Warner Street
Conrad, Miss Elizabeth M.	22	"	261 University Avenue
Cook, Mr. W. E.	Truant	Principal	96 Edinburgh Street
Cook, Mr. James M.	3	"	100 Atkinson Street



NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Cook, Miss M. Lucy	24	Assistant	496 Averill Avenue
Cooper, Miss Lilian M.	10	"	176 North Union Street
Coote, Miss Cora M.	26	"	42 Yale Street
Corey, Miss Clara A.	10	"	12 Helena Street
Cornell, Miss N. F.	24	Principal	42 Yale Street
Cosgrove, Miss Martha	26	Assistant	85 Fulton Avenue
Cottrell, Miss Eva H.	35	"	67 Adams Street
Coughlin, Miss Elizabeth	30	"	30 Rainier Street
Coughlin, Miss S. L.	20	"	226 Oak Street
Cowles, Miss E. Frances	18	"	152 Delevan Street
Cozzens, Miss A. H.	High	"	62 S. Washington Street
Craib, Miss Lilian	33	"	Culver Street
Cramer, Miss C.	High	"	26 Clinton Avenue N.
Crennell, Miss Mary	High	"	37 S. Washington Street
Cunningham, Miss J. M.	15	"	206 Pearl Street
Curran, Miss Ella M.	32	"	69 Bronson Avenue
Curtice, Miss Florence E.	20	Kg. "	216 N. Goodman Street
Curtiss, Miss H. A.	High	Assistant	74 S. Union Street

## D

De Mallie, Miss Nettie S.	22	Kg. Assistant	336 Hudson Avenue
Davies, Miss E. F.	27	Assistant	935 Main Street East
Davis, Miss M. H.	High	"	21 Melrose Street
Davis, Miss Helen A.	N. T. S.	Instructor	2 Avondale Park
Davis, Miss H. F.	15	Assistant	7 Anson Place
De Laittre, Miss R. R.	Music	Supervisor	265 Alexander Street
Deyo, Miss Mabel	24	Assistant	105 Savannah Street
Donaghue, Miss A. T.	9	"	125 Fulton Avenue
Donivan, Miss A.	13	"	455 South Avenue
Donnelly, Miss Mary	20	"	113 Atkinson Street
Donnelly, Miss Alice E.	29	"	113 Atkinson Street
Donoghue, Miss M.	27	Kg. Assistant	291 University Avenue
Dowd, Mrs. L. M.	9	Assistant	532 South Avenue
Dowling, Miss Helen G.	8	"	558 Averill Avenue
Dowling, Miss Lois	21	Kg. Directress	558 Averill Avenue
Dransfield, Miss Mary	High	Assistant	20 William Street
Drury, Miss F. Blanche	20	Kg. "	6 Hart Street
Drury, Miss Alice G.	26	Assistant	6 Hart Street.
Duffy, Miss M. E.	13	"	105 Richard Street
Dukelow, Miss Fanny J.	18	"	99 Woodward Avenue
Dunn, Miss M. A.	9	"	98 Chatham Street
Durney, Miss Ella R.	10	Kg. "	3 Beckley Street

## E

Echtenacher, Miss N. E.	3	Assistant	96 Edinburgh Street
Eckhart, Miss Henrietta	33	"	420 South Avenue
Edick, Miss G. W.	12	"	151 Meigs Street
Edson, Miss Ruth C.	23	"	16 S. Union Street
Ege, Miss E. M.	9	"	185 Clifford Street
Eichelman, Miss Edith E.	29	"	20 Wentworth Street
Elliot, Miss Stella L.	4	"	40 Clifton Street
Ellwanger, Miss E. L.	15	"	18 Gardiner Park
Ely, Miss Jessie Dewey	7	"	7 Seyle Terrace

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Carhart, Miss F. L.	15	"	54 Kenilworth Terrace
Carmichael, Miss Minnie L.	6	"	71 Jones Avenue
Carmichael, Miss Lula M.	23	Kg. Assistant	71 Jones Avenue
Carr, Miss C.	15	" "	827 Main Street East
Carr, Miss A. A.	15	Assistant	827 Main Street East
Carroll, Miss Helena A.	4	"	The Deavenport, East Av
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Clune, Miss L. G.	17	"	27 Austin Street
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Connor, Miss Mary	22	"	12 Champlain Street
Connor, Miss Frances	30	"	4 Warner Street
Conrad, Miss Elizabeth M.	22	"	261 University Avenue
Cook, Mr. W. E.	Truant	Principal	96 Edinburgh Street
Cook, Mr. James M.	3	"	100 Atkinson Street

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Gibbons, Miss A. N.	High	Assistant	97 Ambrose Street
Gifford, Miss N. J.	17	"	20 New York Street
Gillette, Miss C. M.	13	"	61 Griffith Street
Gillis, Miss K.	13	"	227 Caledonia Avenue
Gilson, Miss J. E.	3	"	62 Frost Avenue
Glenn, Prof. F. E.	High	"	36 Meigs Street
Glover, Miss B. M.	15	"	67 Alexander Street
Goddard, Miss Fanny C.	22	"	87 Avenue D
Golden, Miss I. T.	17	"	24 Clifton Street
Golden, Miss Martha	36	"	24 Clifton Street
Goodenough, Miss L. Lella	24	"	81 Orange Street
Goodman, Miss J.	19	"	84 Hickory Street
Goodwin, Miss Etta M.	18	"	181 N. Union Street
Goodwin, Miss L. M.	3	"	33 Upton Park
Gordon, Miss C. L.	M. T.	"	27 Tracy Street
Gorsline, Miss L. P.	15	"	45 Pearl Street
Gosnell, Miss Elizabeth	10	"	53 Ontario Street
Gosnell, Miss Hattie L.	4	"	147 Atkinson Street
Gosnell, Miss Iza J.	18	"	23 Ontario Street
Gosnell, Miss Susanne J.	35	"	147 Atkinson Street
Goss, Miss F.	15	"	Burke Terrace
Gray, Mr. M. D.	High	"	4 Canfield Place
Green, Miss Kate E.	29	"	75 Sherman Street
Greenwood, Miss Margaret	20	"	90 S. Union Street
Gregory, Miss H. E.	3	"	105 Plymouth Avenue
Gruman, Miss E. M.	High	"	36 Rowley Street
Gutmann, Miss F.	M. T.	"	73 Kenilworth Terrace

## H

Haller, Miss Julia	30	Assistant	322 Lexington Avenue
Hamilton, Miss Nellie M.	20	"	140 Jay Street
Hamilton, Miss N. J.	17	"	935 Oak Street
Hanna, Miss J. P.	High	"	23 Prospect Street
Hanna, Miss S.	13	"	54 Hickory Street
Harris, Miss A. V. S.	Pr. & Kg.	Supervisor	207 East Avenue
Harris, Prof. C. E.	High	Assistant	66 Chamberlain Street
Harris, Miss Mattie C.	29	Principal	238 Garson Avenue
Harris, Mrs. A. G.	34	Assistant	32 Smith Street
Harris, Miss Margaret	8	Kg. "	93 Park Avenue
Harrison, Mrs. Ila G.	3	Assistant	129 Clifton Street
Haskins, Miss M. A.	15	"	39 Somerset Street
Hayes, Miss Emma A. C.	18	"	21 Madison Street
Hayes, Miss E. R.	27	"	30 Hamilton Street
Hayes, Miss K. A.	34	"	202 Jay Street
Heath, Miss M. E.	27	"	811 Main Street East
Hebbard, Miss A.	15	"	259 Monroe Avenue
Henckell, Miss E. M.	9	Kg. "	266 Troup Street
Hendricks, Miss Agnes	33	Assistant	34 Austin Street
Hesslinger, Miss M.	27	"	184 N. Union Street
Hibregtsen, Miss M.	33	"	596 Hayward Avenue
Hiser, Miss Elizabeth	7	"	354 Lexington Avenue
Hitchcock, Miss Lizzie A.	4	"	141 Adams Street
Hoffman, Miss J. L.	9	"	66 Cumberland Street
Hoehn, Miss Amelia C.	18	"	42 Lincoln Street
Hoekstra, Miss Sietske	30	Principal	5 Cameron Street
Hoekstra, Miss Eliza	30	Kg. Directress	157 Chestnut Street

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Hogan, Miss K.	19	Assistant	23 Glasgow Street
Holcomb, Miss L. M.	19	"	180 Lake Avenue
Hoppe, Miss L. C.	33	Principal	485 Alexander Street
Hoppe, Miss Margaret,	33	Assistant	485 Alexander Street
Horne, Miss Hallie	3	"	30 Birr Street
Howard, Miss Matie C.	8	"	312 Oak Street
Howard, Miss A. C.	34	"	181 Saratoga Avenue
Howe, Miss Margaret T.	35	"	94 S. Washington Street
Howe, Miss Mary H.	12	"	333 Alexander Street
Howe, Miss Sarah W.	N. T. S.	"	333 Alexander Street
Howell, Miss Jennie M.	24	"	59 Hamilton Street
Hoyt, Miss Harriet E.	26	"	163 Meigs Street
Hubbell, Mr. Benjamin, jr.	High	"	650 Main Street East
Huck, Miss Margaret, J.	18	"	139 Spencer Street
Hughes, Miss Helen A.	20	Kg. "	57 Jay Street
Hughes, Miss M. F.	27	Assistant	51 Jay Street
Hunt, Miss C. Ella	32	"	171 Troup Street
Humphrey, Miss Ethel	3	Kg. "	6 Mount Pleasant Park

## I

Inman, Miss Amy D.	20	Assistant	416 Clinton Avenue N
Irwin, Miss A. C.	13	"	42 Gregory Street

## J

Jenkins, Miss Lilian M.	22	Principal	19 Grant Street
Jennings, Miss Adella	8	Assistant	82 Chatham Street
Jennings, Miss Anna	8	"	82 Chatham Street
Johns, Miss F. Emma	30	"	283 Orchard Street
Johnson, Miss Emily A.	32	Principal	146 Frank Street
Jones, Miss A. V. M.	27	"	203 Fulton Avenue
Jones, Miss L.	19	Assistant	81 Bartlett Street
Joslyn, Miss Celia M.	18	"	210 Edinburgh Street
Joy, Miss Julia L.	10	"	11 Edgewood Park

## K

Kaessmann, Miss H.	36	Principal	54 Gibbs Street
Kane, Miss Annie F.	2	Assistant	102 Spring Street
Kane, Miss Libbie M.	6	"	102 Spring Street
Kay, Miss Miriam A.	7	"	167 Lexington Avenue
Kay, Miss Mary	30	"	167 Lexington Avenue
Keele, Miss A. E.	17	"	96 Walnut Street
Kehoe, Miss Marie A.	5	"	270 Oak Street
Keogh, Miss M.	13	"	58 Hickory Street
Keogh, Miss Martha M.	26	"	20 Hyde Park
Kermode, Miss Harriet M.	20	"	154 1/2 S. Goodman Street
Kislingbury, Miss Enid	23	"	106 Frost Avenue
Kohlmetz, Miss E.	8	"	17 Hart Street
Koehler, Miss Annie M.	4	"	283 Brown Street
Kostbahn, Miss Josie	32	"	93 Clarissa Street

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Gibbons, Miss A. N.	High	Assistant	97 Ambrose Street
Gifford, Miss N. J.	17	"	20 New York Street
Gillette, Miss C. M.	13	"	61 Griffith Street
Gillis, Miss K.	13	"	227 Caledonia Avenue
Gilson, Miss J. E.	3	"	62 Frost Avenue
Glenn, Prof. F. E.	High	"	36 Meigs Street
Glover, Miss B. M.	15	"	67 Alexander Street
Goddard, Miss Fanny C.	22	"	87 Avenue D
Golden, Miss I. T.	17	"	24 Clifton Street
Golden, Miss Martha	36	"	24 Clifton Street
Goodenough, Miss L. Lella	24	"	81 Orange Street
Goodman, Miss J.	19	"	84 Hickory Street
Goodwin, Miss Etta M.	18	"	181 N. Union Street
Goodwin, Miss L. M.	3	"	33 Upton Park
Gordon, Miss C. L.	M. T.	"	27 Tracy Street
Gorsline, Miss L. P.	15	"	45 Pearl Street
Gosnell, Miss Elizabeth	10	"	53 Ontario Street
Gosnell, Miss Hattie L.	4	"	147 Atkinson Street
Gosnell, Miss Iza J.	18	"	23 Ontario Street
Gosnell, Miss Susanne J.	35	"	147 Atkinson Street
Goss, Miss F.	15	"	Burke Terrace
Gray, Mr. M. D.	High	"	4 Canfield Place
Green, Miss Kate E.	29	"	75 Sherman Street
Greenwood, Miss Margaret	20	"	90 S. Union Street
Gregory, Miss H. E.	3	"	105 Plymouth Avenue
Gruman, Miss E. M.	High	"	36 Rowley Street
Gutmann, Miss F.	M. T.	"	73 Kenilworth Terrace

## H

Haller, Miss Julia	30	Assistant	322 Lexington Avenue
Hamilton, Miss Nellie M.	29	"	140 Jay Street
Hamilton, Miss N. J.	17	"	935 Oak Street
Hanna, Miss J. P.	High	"	23 Prospect Street
Hanna, Miss S.	13	"	54 Hickory Street
Harris, Miss A. V. S.	Pr. & Kg.	Supervisor	207 East Avenue
Harris, Prof. C. E.	High	Assistant	66 Chamberlain Street
Harris, Miss Mattie C.	29	Principal	238 Garson Avenue
Harris, Mrs. A. G.	34	Assistant	32 Smith Street
Harris, Miss Margaret	8	Kg. "	93 Park Avenue
Harrison, Mrs. Ila G.	3	Assistant	129 Clifton Street
Haskins, Miss M. A.	15	"	39 Somerset Street
Hayes, Miss Emma A. C.	18	"	21 Madison Street
Hayes, Miss E. R.	27	"	30 Hamilton Street
Hayes, Miss K. A.	34	"	202 Jay Street
Heath, Miss M. E.	27	"	811 Main Street East
Hebbard, Miss A.	15	"	250 Monroe Avenue
Henckell, Miss E. M.	9	Kg. "	266 Troup Street
Hendricks, Miss Agnes	33	Assistant	34 Austin Street
Hesslinger, Miss M.	27	"	184 N. Union Street
Hibregtsen, Miss M.	33	"	506 Hayward Avenue
Hiser, Miss Elizabeth	7	"	354 Lexington Avenue
Hitchcock, Miss Lizzie A.	4	"	141 Adams Street
Hoffman, Miss J. L.	9	"	66 Cumberland Street
Hoehn, Miss Amelia C.	18	"	42 Lincoln Street
Hoekstra, Miss Sietske	30	Principal	5 Cameron Street
Hoekstra, Miss Eliza	30	Kg. Directress	157 Chestnut Street

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
McGoveron, Miss Sarah	6	Assistant	29 Kenilworth Terrace
McGowan, Miss Emma J.	N. T. S.	"	24 Charlotte Street
McGrath, Miss Alice K.	18	Kg. Assistant	217 Spencer Street
McGuire, Miss Clara	36	Assistant	73 Emerson Street
McIntyre, Miss F. H.	32	Kg. Assistant	25 Dartmouth Street
McKelvey, Miss Lois E.	6	Assistant	60 Spencer Street
McKearney, Miss Louise	20	"	20 Marietta Street
McKittrick, Miss Grace	26	"	4 Greig Street
McLean, Miss Lilian M.	25	"	73 Richmond Street
McMahon, Miss Theresa	High	"	63 Cypress Street
McMath, Miss A. L.	"	"	20 William Street
McMorrow, Miss Mary	5	"	274 Oak Street
McNab, Miss J.	13	"	84 Alexander Street
McNamara, Miss Catherine	22	"	375 Clinton Avenue N.
McSweeney, Miss Laura	10	"	814 Main Street East
McTaggart Miss Agnes I.	22	"	53 Griffith Street
Meagher, Miss F. M.	27	"	219 Jones Street
Mellon, Miss Janet C.	26	"	627 N. St. Paul Street
Metherell, Miss E. M.	9	"	256 Mt. Hope Avenue
Meulendyke, Miss Jennie	22	"	144 Avenue C.
Meyer, Miss C. Maude	22	"	29 Delevan Street
Meyer, Miss M. M.	27	"	19 Delevan Street
Michelson, Miss Dora	26	"	79 Avenue A.
Millard, Miss Carrie B.	23	"	30 Tracy Street
Miller, Prof. L. H.	High	"	182 Gregory Street
Milliman, Miss L. G.	"	"	100 Kenwood Avenue
Mills, Miss F.	19	"	775 Genesee Street
Mink, Miss Hattie C.	High	"	354 University Avenue
Minges, Miss Mary F.	22	"	57 Richmond Street
Moloney, Miss Anna M.	21	"	211 Lyell Avenue
Monaghan, Miss M. A.	13	"	11 LaFayette Place
Montgomery, Miss Florence	8	Kg. Directress	102 Broadway
Montgomery, Miss R. H.	High	Assistant	303 Alexander Street
Montgomery, Miss R. I.	32	"	390 Plymouth Avenue
Moore, Miss Julia A.	24	"	282 Averill Avenue
Moore, Miss Ida M.	N. T. S.	"	72 Woodward Street
Moore, Miss Elizabeth F.	24	"	11 South Union Street
Morgan, Miss Harriet E.	8	"	30 Durgin Street
Morgan, Miss C.	19	"	53 Jefferson Avenue
Morris, Miss Jessie M.	8	"	Ridge Road, Irondequoit
Morris, Miss May	18	"	Ridge Road, Irondequoit
Moran, Miss Margaret B.	25	"	111 Frank Street
Moreland, Miss Ignatia C.	26	"	3 Payne Street
Moreland, Miss May	26	Kg. "	3 Payne Street
Moshier, Miss Frances	3	Assistant	86 Adams Street
Moseley, Miss Esther	5	Kg. Directress	30 Rowley Street
Moseley, Miss Rose	26	Assistant	30 Rowley Street
Moulthrop, Mr. S. P.	26	Principal	40 Phelps Avenue
Mudge, Miss Helen C.	12	Assistant	240 Monroe Avenue
Munson, Miss E. I.	High	"	92 Adams Street
Munson, Miss Emma J.	4	"	92 Adams Street
Murray, Miss Marie E.	23	"	470 Alexander Street
Murray, Miss May A.	26	"	8 Lee Place
Murray, Miss May E.	26	Kg. "	28 Catherine Street
Murray, Miss M. E.	27	Assistant	470 Alexander Street
Murray, W. W.	M. T.	Supervisor	571 Clinton Ave. South
Murphy, Miss Helen F.	24	Assistant	77 Alexander Street
Murphy, Miss A. J.	9	"	121 Kent Street
Murphy, Miss A. M.	6	Kg. Directress	70 Marshall Street

## N

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Nagel, Miss D. J.	9	Assistant	215 Joseph Avenue
Neafie, Miss H. C.	13	Kg. Directress	43 Richard Street
Nell, Miss Cora	High	Assistant	175 North Union Street
Nelligan, Miss Julia F.	20	"	9 Hand Street
Neville, Miss Mary J.	29	Kg. "	139 Saxton Street
Niblack, Miss C. L.	9	Assistant	52 Sophia Street
Nicholls, Miss C.	12	"	10 Birch Crescent
Nicholson, Mrs. Anna M.	10	"	12 Franklin Square
Nicholson, Miss Luella B.	22	Kg. "	4 Sheridan Street
Niven, Miss Margaret J.	4	Assistant	190 West Avenue
Niven, Miss Mary	29	"	10 Kenwood Avenue
Niven, Miss Elizabeth A.	29	"	10 Kenwood Avenue
Noyce, Miss Mabel C.	26	"	5 Frederic Street
Nugent, Miss Gertrude	7	"	137 Fulton Avenue

## O

O'Brien, Miss Sadie L.	12	Assistant	70 Broadway
O'Connor, Miss Agnes G.	29	"	32 Jefferson Avenue
O'Connor, Miss Elizabeth	29	"	32 Jefferson Avenue
O'Connor, Miss M. L.	27	"	104 Hamilton Street
O'Keefe, Miss Amelia E.	31	"	249 Smith Street
O'Meara, Miss Eleanor G.	12	"	34 Savannah Street
O'Neil, Miss Ella G.	8	"	26 Saxton Street
Orcutt, Miss Helen W.	N. T. S.	Instructor	11 Arnold Park
O'Rorke, Miss Bertie	10	Assistant	34½ Emmett Street
O'Rorke, Miss Phebe	20	"	40 Emmett Street
Osburn, Mr. John W.	15	Principal	61 Rowley Street
O'Shea, Miss Fanny C.	2	Assistant	273 Allen Street
Otis, Miss Margaret	High	"	34 Vick Park. A.

## P

Parish, Miss Mabel	30	Assistant	59 Saratoga Avenue
Parsons, Miss C. A.	3	"	184 Troup Street
Patterson, Miss Ella M.	N. T. S.	"	477 Alexander Street
Peabody, Miss Mabel L.	10	"	10 Birch Crescent
Perrin, Miss Ella	35	"	63 Wilmington Street
Perry, Miss Hattie E.	4	"	29 Gladstone Avenue
Perry, Miss Laura	33	"	113 Webster Avenue
Perry, Miss A. M.	15	"	55 Brighton Street
Phaler, Miss Sophia M.	35	"	37 Central Park
Phillips, Miss E. A.	M. T.	"	21 Park Avenue
Pierce, Colonel S. C.	4	Principal	49 Greig Street
Pierce, Miss Del	12	Assistant	56 Emerson Street
Pike, Miss M.	31	"	4 Cambridge Street
Plass, Miss Anna A.	7	"	91 Ambrose Street
Prendergast, Miss Mary	22	Kg. Directress	18 Costar Street
Prescott, Miss Nellie G.	High	Assistant	122 S. Fitzhugh Street
Preston, Miss Josephine B.	20	"	62 Almira Street
Price, Mr. W. R.	High	"	174 Alexander Street
Pruyn, Miss M. C.	27	"	20 Matthews Street
Purcell, Miss Mary	High	"	8 Birch Crescent
Pye, Mr. George W.	5	Principal	58 Tacoma Street
Pyott, Miss M. H.	3	Kg. Directress	105 Troup Street

## Q

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Quick, Miss Gertrude	23	Assistant	174 William Street
Quinlan, Miss L. C.	9	Kg. Directress	149 Atkinson Street

## R

Reddington, Miss M. G.	22	Assistant	57 Waverly Place
Redmond, Miss Elizabeth A.	21	"	230 Spencer Street
Reichelt, Miss E. L.	20	"	409 Clinton Avenue N.
Reichenbach, Miss F. A.	19	Principal	32 King Street
Remington, Mrs. E. P.	High	Assistant	1487 South Avenue
Reuter, Miss Lilian	33	"	104 Park Avenue
Rice, Miss G. A.	13	"	55 Gregory Street
Rich, Mrs. H. A.	32	Kg. Directress	22 Gardiner Park
Rickard, Miss Frances	22	Assistant	8 Grove Street
Roberts, Miss Florence E.	N. T. S.	"	36 Park Avenue
Robertson, Miss Agnes J.	20	"	3 Hart Street
Robinson, Miss Elizabeth J.	29	"	65 Kenwood Avenue
Robinson, Miss V. F.	34	"	173 Maryland Street
Robinson, Mrs. H. M.	13	"	48 Howell Street
Rogers, Miss Isabel	High	"	87 Prince Street
Rogers, Miss Mabel S.	2	Kg. "	87 Prince Street
Rogers, Miss Florence	N. T. S.	Assistant	87 Prince Street
Rohde, Miss Edith J.	10	Assistant	89 Nassau Street
Rohr, Miss Mary A.	25	"	159 Portland Avenue
Ross, Miss A. L.	9	"	25 Prospect Street
Rossney, Miss A. L.	19	"	155 Genesee Street
Rothschild, Miss Sarah	33	"	451 Central Avenue
Rounds, Miss D. M.	High	"	12 Gibbs Street
Russell, Miss Ivers L.	10	"	9 Amherst Street

## S

Salmon, Miss Jennie E.	31	Assistant	21 Milburn Street
Salter, Miss A.	19	"	52 Frost Avenue
Samain, Miss Helen F.	2	Principal	34 Reynolds Street
Saunders, Miss Kate M.	4	Kg. Directress	46 Maple Street
Schaefer, Miss Louise A.	26	Assistant	115 Genesee Street
Schake, Miss Louise C.	33	"	73 Weld Street
Scheib, Miss Lillie E.	26	"	54 Hudson Avenue
Schwartz, Miss P. A.	9	"	21 Catherine Street
Schwarz, Miss Harriet H.	10	"	292 Monroe Avenue
Schwarz, Miss Rebecca	33	"	292 Monroe Avenue
Schooley, Miss Jane M.	12	"	82 Broadway
Scofield, Miss C. C.	27	Kg. "	30 Buenna Place
Scott, Miss Edith A.	N. T. S.	Critic	274 Monroe Avenue
Schwendler, Miss Sarah	High	Assistant	8 Meigs Street
Scofield, Miss Harriet C.	31	"	135 Park Avenue
Searing, Mr. Richard A.	N. T. S.	Principal	478 Alexander Street
Sedgwick, Miss Alice	22	Assistant	25 Jay Street
Seitz, Miss Maud	33	Kg. "	27 Avenue E
Servoss, Miss Carrie E.	6	Assistant	29 Ravine Avenue
Shaffer, Miss A.	M. T.	"	135 Plymouth Avenue



NAME OF TRACHER.	SCHOOL.	POSITION.	RESIDENCE.
Shanley, Miss M. F.	8	Assistant	127 Fulton Avenue
Shatz, Miss Josephine	High	"	37 Buenna Place
Sharpe, Miss Mary F.	26	"	75 Driving Park Avenue
Shaw, Miss Harriet	33	"	189 Harvard Street
Shaw, Miss Ella M.	12	"	240 Monroe Avenue
Shea, Miss K.	19	"	28 Glasgow Street
Shebbeare, Miss E.	7	"	101 Ravine Avenue
Shedd, Miss J. M.	M. T.	"	16 Fairview Heights
Shelton, Miss Sarah	18	Principal	20 Windsor Street
Shumway, Miss Anna B.	30	Assistant	141 Spencer Street
Sickels, Miss Jessie H.	25	"	780 University Avenue
Sike, Miss Nellie A.	5	"	817 Main Street East
Simmons, Miss Ruby J.	2	Kg. Directress	36 Rowley Street
Simpson, Miss Anna	22	Assistant	1077 St. Paul Street
Smith, Miss K. A.	17	"	275 Brown Street
Smith, Miss Gertrude C.	18	"	23 Amherst Street
Smith, Miss F. L.	3	"	12 Gibbs Street
Smith, Miss S. Jessie	2	"	252 Troup Street
Smith, Miss Anna E.	4	"	252 Troup Street
Smith, Miss Erminia A.	12	"	97 Chestnut Street
Smith, Miss Ella A.	N. T. S.	"	121 Weld Street
Snell, Miss Laura R.	8	Principal	29 Clifford Street
Sontag, Miss Minnie A.	23	Assistant	20 Upton Park
Southard, Miss Adelyn	33	"	2½ Arlington Street
Sparlin, Mr. E. M.	9	Principal	474 Alexander Street
Speis, Miss Nellie E.	4	Assistant	81 Clarissa Street
Spinning, Miss Sarah H.	20	Kg. "	41 Martin Street
Sprague, Miss Lilian O.	N. T. S.	Vice-Principal	478 Alexander Street
Stark, Miss Olivene	5	Assistant	32 Frank Street
Stapleton, Miss M.	19	"	76 Frost Avenue
Stede, Miss L. Alice	26	"	25 Marietta Street
Steencken, Miss H.	27	"	6 Augustine Street
Stevenson, Miss B. H.	13	"	145 Meigs Street
Sterling, Miss Mary A.	N. T. S.	"	179 Laburnam Crescent
Stewart, Miss Isabel	10	"	202 Laburnam Crescent
Stewart, Miss A. M.	3	"	240 Caledonia Avenue
St. Helens, Miss Sarah	30	"	11 Walnut Street
St. John, Miss Alice M.	25	"	52 Broadway
St. John, Miss Jennie B.	29	"	52 Broadway
Stone, Miss Jennie F.	18	Kg. "	135 Jay Street
Stone, Miss Beulah	35	Kg. "	14 Gorsline Street
Stoll, Miss Marcella K.	26	Assistant	46 Sullivan Street
Stone, Miss H. E.	27	"	27 Birch Crescent
Strauchen, Miss Harriet	8	"	5 Brinker Place
Strowger, Miss Jennie E.	22	"	148 Portland Avenue
Sullivan, Miss Emma	36	"	136 Adams Street
Sweeting, Miss C. Belle	10	"	284 Oak Street

## T

Talling, Miss Arna	32	Assistant	65 Tremont Street
Tamblingson, Miss Louise M.	N. T. S.	"	478 Alexander Street
Taylor, Miss M. A.	15	Kg. Directress	13 Grove Street
Thayer, Miss Maud R.	31	Assistant	231 Saratoga Avenue
Thorne, Miss S. M.	17	Kg. "	439 State Street
Toaz, Miss E. D.	15	Assistant	14 Arch Street
Toaz, Miss J. B.	32	"	14 Arch Street

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Toaz, Miss C. E.	34	"	14 Arch Street
Tomlin, Miss Alice M.	22	"	21 Hudson Avenue
Tower, Miss L. D.	15	"	567 Averill Avenue
Townley, Mrs. K.	30	"	200 Tremont Street
Townsend, Mr. J. L.	6	Principal	64 Plymouth Avenue
Trant, Miss Katherine	26	Assistant	70 Pearl Street
Travis, Miss Josephine	22	"	85 Frost Avenue
Tuohey, Miss Susie	26	"	36 Catherine Street
Tuttle, Miss Elizabeth	27	"	1 Thayer Street
Turrell, Miss Lilian B.	25	"	73 Richmond Street
Tyler, Mrs. Genevieve E.	26	"	202 University Avenue
Twist, Miss Ida A.	35	"	21 Caroline Street

## V

Van Dake, Miss E. W.	3	Assistant	50 Howell Street
Van Ingen, Miss Elizabeth	6	"	274 Frank Street
Van Ingen, Miss Matie	7	"	274 Frank Street
Van Ingen, Miss B. D.	N. T. S.	Kg. Critic	29 Hudson Avenue
Van Ingen, Miss Fanny	36	Kg. Directress	29 Hudson Avenue
Vayo, Miss Carrie I.	29	Assistant	139 Genesee Street
Van Zandt, Miss Minnie J.	M. T.	"	15 Harper Street
Van Zandt, Miss M. R.	High	"	99 South Union Street
Verhoeven, Miss M. P.	19	"	14 Joiner Street
Vogel, Miss Carrie L.	26	"	198 Frank Street
Vosburgh, Miss Minnie L.	29	"	7 King Street

## W

Wade, Miss Elizabeth	8	Kg. Assistant	80 Ambrose Street
Walden, Mr. George H.	10	Principal	63 Edmonds Street
Wall, Miss Inez A.	4	Assistant	33 Arnett Street
Wallace, Miss E. E.	Sewing	Supervisor	22 Catherine Street
Wallace, Miss Ella J.	26	Assistant	356 St. Paul Street
Wallace, Miss Josephine	26	Kg. "	22 Catherine Street
Ward, Miss Minnie F.	7	Kg. Directress	139 Driving Park Ave.
Warren, Mr. J. B.	7	Principal	481 Alexander Street
Watson, Miss Katherine L.	22	Assistant	558 St. Paul Street
Way, Mr. Mark W.	20	Principal	61 North Union Street
Weaver, Miss Jennie E.	18	Assistant	463 Central Avenue
Weed, Miss Minnie G.	7	"	41 Avenue B
Wellman, Miss M. R.	3	"	91 Adams Street
Wetmore, Mrs. E. P.	High	"	49 Greig Street
Wetmore, Miss K. S.	High	"	84 South Fitzhugh St.
Wetmore, Miss G.	19	Kg. Directress	713 Lyell Avenue
Wegman, Miss A. L.	32	Assistant	146 Adams Street
Wheeler, Miss C. M.	34	"	37 Finch Street
White, Miss M. T.	9	"	207 Adams Street
Whiting, Miss B. U.	M. T.	"	27 Tracy Street
Whiton, Miss Julia F.	23	Principal	46 Meigs Street
Wickham, Miss E. E.	8	Assistant	142 Adams Street
Wile, Prof. A. J.	High	"	509 Parsells Avenue
Wilcox, Prof. A. H.	High	Principal	10 Brighton
Wilkinson, Miss J. F.	15	Assistant	19 South Union Street
Wilkinson, Miss L. D.	10	"	19 South Union Street

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Wilson, Miss E. C.	6	Assistant	65 Spencer Street
Wilson, Miss Emma C.	4	"	37 Eagle Street
Wiley, Miss Belle	N. T. S	"	152 South Union Street
Williams, Miss H. S.	15	"	45 Pearl Street
Willson, Miss Edna Dean	23	"	149 Park Avenue
Williams, Miss Josephine	36	"	30 Avenue B
Wood, Miss Mae	33	Kg Directress	462 Parsells Avenue
Wooden, Miss E. T.	19	Assistant	173 Wooden Street
Wooden, Miss L.	M. T.	"	173 Wooden Street
Wright, Miss Frances	3	"	27 Sandford Street
Wright, Miss May M.	24	"	27 Sandford Street

## Y

Yaeckel, Miss Louise	8	Assistant	41 Avenue C
Yawger, Miss E. M.	N. T. S.	"	23 Linden Street
Yost, Miss S. E.	26	"	81 Selye Terrace
Young, Miss L. E.	High	"	149 Adams Street
Young, Miss Ida C.	12	"	56 Emerson Street
Young, Miss Frances	30	Kg. "	117 Chili Avenue

THE  
FIFTY-THIRD  
ANNUAL REPORT

OF THE  
Board of Education

OF THE  
CITY OF ROCHESTER  
(NEW YORK)



FOR THE  
YEARS 1903, 1904

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PRINTED BY CLINTON & LEAHY

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Wilson, Miss E. C.	6	Assistant	65 Spencer Street
Wilson, Miss Emma C.	4	"	37 Eagle Street
Wiley, Miss Belle	N. T. S	"	152 South Union Street
Williams, Miss H. S.	15	"	45 Pearl Street
Willson, Miss Edna Dean	23	"	149 Park Avenue
Williams, Miss Josephine	36	"	30 Avenue B
Wood, Miss Mae	33	Kg Directress	462 Parsells Avenue
Wooden, Miss E. T.	19	Assistant	173 Wooden Street
Wooden, Miss L.	M. T.	"	173 Wooden Street
Wright, Miss Frances	3	"	27 Sandford Street
Wright, Miss May M.	24	"	27 Sandford Street

## Y

Yaeckel, Miss Louise	8	Assistant	41 Avenue C
Yawger, Miss E. M.	N. T. S.	"	23 Linden Street
Yost, Miss S. E.	26	"	81 Selye Terrace
Young, Miss L. E.	High	"	149 Adams Street
Young, Miss Ida C.	12	"	56 Emerson Street
Young, Miss Frances	30	Kg. "	117 Chili Avenue

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ROCHESTER, N. Y. 1904



THE FIFTY-THIRD

ANNUAL REPORT

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FOR THE YEARS

1903, 1904.

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COMPRISING THE REPORTS OF THE PRESIDENT OF THE BOARD OF  
EDUCATION AND OF THE SUPERINTENDENT OF SCHOOLS; THE COURSE  
OF STUDY AND A DIRECTORY OF THE TEACHERS; THE LAW  
UNDER WHICH THE SCHOOLS ARE ORGANIZED; THE RULES  
FOR THE GOVERNMENT OF THE SCHOOLS.



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## BOARD OF EDUCATION, 1903.

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SUPERINTENDENT OF SCHOOLS,	-	-	CLARENCE F. CARROLL
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GEORGE G. CARROLL, M. D.,	-	-	-	-	-	-	Term Expires
302 West Avenue.							1905

WM. BAUSCH,	-	-	-	-	-	-	-	1907
537 St. Paul Street.								

GEORGE M. FORBES,	-	-	-	-	-	-	-	1907
University of Rochester.								

HELEN B. MONTGOMERY,	-	-	-	-	-	-	-	1905
233 Westminster Road.								

ANDREW J. TOWNSON,	-	-	-	-	-	-	-	1905
Main Street East.								



# ANNUAL REPORT

— OF —

Commissioner A. J. Townson

President of the Board of Education

ROCHESTER, N. Y.

1904

## *Members of the Board of Education :*

As the fifth year of our association on this Board draws to a close it may be of interest and encouragement to recall some of the things begun and completed during our term of office.

## BUILDING OPERATIONS.

Since 1900 there have been erected five large grammar schools at a cost of \$278,000. Substantial additions to four other buildings have been built at a cost of \$77,000.

About \$8,000 have been expended in order to replace outside closets by those within the building, and to substitute modern and sanitary closets for those that were antiquated and offensive.

Assembly halls have been built or fitted up in ten schools in addition to those that are provided in all the new school buildings.

Land has been purchased to enlarge the school grounds of five schools. In some cases this has been done to protect the light of the school rooms from encroaching buildings, and in some to provide for the future growth of the school. It has been possible to secure land for this purpose at a low figure that otherwise the city must later acquire at far greater expense, as we know from sad experience. New sites have been purchased for four grammar schools and two high schools. In all, we have expended in the purchase of land \$125,875 00.

One high school building has been built and equipped, and we have had the satisfaction of knowing that experts pronounce it one of the most successful buildings of its class in the country. To the discussion and illustration of the heating and ventilating plants of this building the foremost engineering monthly devoted its leading article for two issues. The cost of this building to the present time, exclusive of the

site, was \$252,000.00. To furnish it and equip its many laboratories, gymnasias, lunch room and library cost \$38,600.00 more. The West High School, built on substantially the same plan, is not yet completed, but on its erection we have already expended \$197,000.00.

All these expenditures have been met from the regular annual appropriations from city and State provided for by law, with the exception of \$260,000.00 derived from the sale of bonds borrowed on the city's credit.

To meet this amount when the bonds come due we already have laid aside in our sinking fund \$120,000.00. For the purpose of meeting this loan we annually lay aside \$30,000.00, and ultimately the entire expense of these high schools will have been met out of the regular annual appropriation. The bond issue simply makes it possible for us to distribute the financial burden over the appropriations of ten years.

During the past year, as in the four preceding, the building problem has been one of the most serious confronting us. The phenomenal growth in high school attendance which followed the improved equipment and organization of the schools has compelled the erection of the second high school building. In June of 1900 the average number belonging of high school pupils was 790. During the past month it was 1,617. The reports of the principals indicate that there will be an entering class of 300 this coming February, and a conservative estimate brings the number of pupils enrolled next September to 2,000.

A few years will see the end of the extraordinary demand upon the building fund, created in large part because for many years the appropriations for school buildings were not adequate to the needs of a growing city. We have erected buildings absolutely required. It has seemed the part of sound economy to build solidly and well so that the work would not need to be redone. To meet even these pressing needs has strained the resources of the Board. Things which we could wish to have done have been obliged to wait until we had a roof over the children's head.

### BUILDINGS PROPOSED.

Nor are these needs yet fully met. The northeastern quarter of the city must be the one next demanding our attention. The erection of a building for School No. 9 is the first thing to be done. Here is one of the largest schools in the city, located in a thickly populated section, and needing for its work the best equipment that the city can provide. Next in order would come the enlargement of School 36 and the relief of Schools 22 and 26 by enlargement or by the building of a new school further out to care for this rapidly growing section.

In considering the educational features of the last year's work we find comparatively few changes, and yet certain matters are important enough to justify their separate mention in this brief report.

### CENTRAL LIBRARY.

One of the most important has been the change in regard to the Central Library. For years this had been maintained by school funds as a circulating and reference library for the general public. The attention of the Board was called to the fact that this was contrary to law in a letter received from State Superintendent Skinner. In this he said : " I am informed that the school library in the City of Rochester is maintained as a public circulating library, and I therefore write to inform you that the maintenance of this library for the general public is directly contrary to law." The law from which quotations were made in his letter provides that " the school library shall be part of the school equipment and shall be kept in the school building at all times and shall not be used for a circulating library except that, so far as the rules fixed by the State Superintendent shall allow, teachers and school officers or pupils may borrow from the said library any book not needed for reference in the school room."

The communication of the State Superintendent was referred to the Corporation Counsel. His opinion stated that the " statute seems to contemplate a library for the use of pupils and scholars in attendance in the public schools, and I apprehend the Board of Education fully performed its duty in giving the scholars the facilities for making use of the library it maintains." The requirements of the law thus brought to our attention by the State Superintendent were so plain that no considerations regarding the length of time that the illegal custom had been maintained or the warm regard in which the library was held by the citizens could weigh against our duty thus made clear.

We therefore discontinued the general circulating and reference library so long established, and turned to plans for the founding of school libraries such as may be legitimately maintained by school funds. In this connection it is a pleasure to speak of the long and faithful service rendered by the librarian, Mrs. Katharine Dowling and her assistants, Miss Goodwin, Mr. Bemis and Mr. Teller. Their unfailing courtesy and interest had made many warm friends for the library among its patrons, and it could not but be a painful duty that devolved upon us in bringing to an end an institution which had meant so much in the higher life of the city. We share with all good citizens the regret that the municipality of Rochester is not doing anything to maintain a public library.

## SCHOOL LIBRARIES.

Plans are already matured to carry out the recommendation of the State Superintendent that collections "of generous size and of suitable character be placed in every study room in the city." The High Schools and Normal Training School have received a large number of valuable reference books on literature, history, education, art, and science from the distribution of books belonging to the Central Library. From the remainder, the books suited to the purpose have been distributed among the grade schools where they will form the nucleus of a school library.

With the fund available from our appropriation each year it is proposed to equip grade libraries for each grade. The books will be carefully selected from the very best of old and new. They will include fiction, history, biography, travel, poetry, and nature. These books will be carefully adapted to the tastes and interests of the children, and may by them be drawn out for reading at home. A beginning will be made this coming year in equipping the fourth and fifth grades, and each succeeding year other grades will be supplied until there is a good circulating library of the best books carefully chosen, accessible to the children of every grade in the city. The plan of supplying these grade libraries has been in successful operation in Buffalo, Pittsburg, and many other cities; and experience has shown that a much larger number of children are benefited than when they are obliged to go to a centrally located library to draw books.

## TRUANT SCHOOLS.

Another important change during the past year has been that in the organization of the Truant School. The members of the Board have long been dissatisfied with the traditional method of handling the truancy question. The experiment made during the past year has proved so successful that we hope a contribution has been made toward the final working out of this many-sided problem. The old truant school building with its dormitories and its barred windows has been given up. In its place a room for truants has been opened in School No. 26. Here under the care of a skillful teacher the truant boys are given individual training and attention. Whenever their improvement warrants the boys are promoted into the regular school grades. Regularity of attendance is secured, the boy's interest aroused, and often wonderfully rapid progress is made. Indeed the transfer to the truant school is often the turning point in the boy's school life. Our experience has not shown that these

boys are for the most part vicious. In many cases truancy has been occasioned by mortification over poor clothing, or by such backwardness in his studies as places the boy with children far younger than himself. Sometimes the inability to readily understand or use English is a predisposing cause, and sometimes the mere lack of any firm control in the boy's home. Whatever the cause, most of the boys yield readily to firm control and kindness, and under individual instruction are soon able to be sent back again to the grades. High praise is due to Miss C. J. Martens, the teacher of these restless lads, and to Colonel Moulthrop, whose firm control has made much of the success possible.

### NIGHT SCHOOLS.

The new compulsory education law has still further increased the urgency of the need for night schools. By the provisions of the law, boys or girls under sixteen who are working in factories and have not completed their grammar school course are obliged to attend night school. In anticipation of increased attendance there was opened last fall in School No. 13 the fourth night school. This with the schools located in Nos. 4, 5 and 26 with the night high school on Fitzhugh Street, gives us five well equipped schools. The number of pupils has increased three-fold during the past four years, and the quality of the work accomplished has steadily improved. There are large classes of Russians, Poles, Germans and Italians learning to read and write English. There are classes in bookkeeping, stenography, mechanical drawing, electrical science, arithmetic, history, geography, vocal music, carpentry, sloyd, dressmaking, sewing, millinery and cooking. Certificates are given on the completion of a subject, and pupils regularly promoted from the grades to the evening high school.

### MANUAL TRAINING.

By the employment of two new teachers it has been possible to give to the boys of the seventh and eighth grades two hours instead of one hour each week for manual training. The increase in time will greatly further the efficiency of the manual training work and will not take time that really counted for other studies. After the boy returned from his hour in the manual training room the short and broken period at the close of the afternoon session was of comparatively little value. The good results achieved in this department are, I am sure, a source of gratification to us all, and reflect great credit on the Supervisor, Mr. Murray, and on his assistants.



## SEWING.

The exhibit of sewing work held just before the Christmas holidays in the Board rooms was a surprise and delight to all who saw it. Miss Steiger has succeeded in securing practical work, and at the same time is constantly educating the child's taste and discrimination in the choice of fabric and color.

## MUSIC.

Twice through the resignation of the supervisor of music it has seemed that it would be impossible to satisfactorily fill the place left vacant. Yet through a singular good fortune in each case a successor has been found to carry on and develop without a break the work already ably begun. When Miss Hofer was called to New York, Miss de Laittre stepped in to fill her place. And when, after two years of brilliantly successful work, Miss de Laittre's marriage left us again without a supervisor of music, we were able to find one who could carry on the work without a break and with equal acceptance to teachers and pupils. Mrs. Clement and her assistant, Miss Snyder, are developing and strengthening the course in many ways. The chorus singing in the high school, the training of the pupil-teachers in the Normal School, the thorough drill in the reading and writing of music in the grades are all points that are receiving special emphasis this year. Too much credit can not be given to the grade teachers who have so loyally co-operated to make this new, and to many of them difficult subject a success.

## DRAWING.

In no department of the schools have more rapid strides been made during the past four years than in drawing. Indeed Rochester is already receiving recognition as among the foremost cities in the country in this line. During the past year special attention has been given to the correlation of drawing and color work with manual training, with English composition, and with all the studies. It has been the aim of the Board to strengthen the work by putting within reach of both teachers and pupils the best text-books and helps. The practical nature of the subject and its vital connection with the industrial arts is daily becoming more evident. The exhibit of our work recently sent to Syracuse to the State meeting attracted wide attention and most flattering comment, and our Supervisor, Miss Lucas, was honored by election to the head of the State Drawing Teachers' Association.

## PHYSICAL TRAINING.

From our Normal Training School outward we are gradually working toward a rational and practical system of physical training that shall do for the children's bodies what other studies do for their minds. By free play and calisthenics, by deep breathing and marching and by rhythmic exercises it is sought to make the child erect and strong, to quicken the circulation of his blood, and strengthen his sense-perception. Miss Newton, through the institutes and in the schools, is gradually introducing the best that we can get in the way of physical exercise. There is room for further development of this most important branch ; as feeble, poorly nourished and ill-developed bodies are back of much of the failure in school life. The gymnasias for boys and girls are now well organized and successfully conducted in the High School by Dr. Pollard and Miss Dumont. The hour in the gymnasium is a stated appointment, a part of the regular curriculum, from which only a physician's order excuses any pupil. The good effect on the health of boys and girls is already apparent.

## NEW COURSES IN HIGH SCHOOL.

There are one or two of our plans for the future of which it may be well to speak at this time. Perhaps the most important departure will be the establishment of a new course in the high schools.

Commercial and manual training courses are usually offered to pupils in city high schools. Both of these require special equipment and additional room, and for these reasons their introduction into our high school curriculum has been delayed. With the opening of the new West High School these courses, so important to an industrial city like Rochester, will both be provided.

A committee consisting of a member of the Board of Education, the Superintendent and Principal of the High School recently visited the New York High School of Commerce and the Brooklyn Manual Training High School. Both these schools have been recently organized in new buildings.

The school of commerce is a pioneer school of its kind and offers many suggestions. These two schools and others like them are crowded to their utmost capacity, showing that many parents prefer a high school course that will more fully train their children for service in the business world.

The committee reports that the school authorities of New York and Brooklyn agree that a business or industrial high school course should be four years in length, and should represent in intellectual training the equivalent of any course offered in preparation for college.

They also recommend that the special business features of the commercial course be taken up principally during the last two years in school.

This will mean that the students in these courses will lay a broad foundation of general information and culture in the study of English, Mathematics, History and the Language, and in addition emphasize those branches that help to prepare for commercial or industrial pursuits. It is likely that both the commercial and the industrial course will demand a somewhat longer period spent in the school building each day and less home study than do other courses. It is expected that both courses will be opened this coming fall in each high school building, thus making them available for pupils in all parts of the city.

#### ACKNOWLEDGMENTS.

In conclusion I am impelled to express the gratification we all feel in the quality of the work accomplished by officers, principals, and teachers. Our Superintendent, Mr. Carroll, has been untiring in his efforts to promote the best welfare of the schools. His firmness, patience, skill in organization and grasp of detail have been felt in every part of the great system of schools. Nothing less than the best attainable satisfies him. Our primary supervisor, Miss Harris, has been adding this year to the enviable reputation already gained for the primary and kindergarten work in the Rochester schools. To her power of initiative and gift of clear exposition is due in no small part the success of our teachers' institutes, and it is our institutes which have made possible the rapid transformation of the whole system. So far as I know, Rochester is unique in this plan of thus bringing together three or four times each year for mutual conference and inspiration the teachers of each grade. At these grade institutes the Superintendent and Supervisors outline the work of the coming term and make suggestions or explanations. Model classes illustrating the best features of our work are heard, examples of the children's work are shown, ideas exchanged and experiences compared. More can be done in one of these days than by almost any other method to unify and strengthen the work. There has been a marked increase in the esprit du corp and enthusiasm of the teachers this past year which is highly gratifying. I wish to express for the Board the pride and pleasure we take in the splendid work accomplished by our teachers. That this work is being recognized outside of Rochester is evidenced by the number of our teachers who are sought to fill important positions. One of our principals, Mr. Searing, has been chosen as Superintendent of Schools, one of our teachers, Miss Roberts, as Supervisor

of Music, two of our primary teachers, Miss Wiley and Miss Edick, have had accepted and published by one of the leading publishers of the country material which they have developed in the school rooms of Rochester for supplementary reading. It can not but be a source of gratification to all our citizens to know of the words spoken last summer in Chicago before a great educational gathering by one of the leading school men of the country, when he singled out Rochester and Indianapolis as two cities standing out above all others for strong and original work. For all this we are indebted to the unwearied and loyal co-operation of the teaching force.

The resignation of Principal James M. Cook has removed from this force one who for forty years has been one of its leaders and best exponents. Such faithful and efficient service can receive no adequate recognition. It is measured best in the rising standards of life and the nobler character of a whole community. To all in the service of the schools, the secretary, the young ladies in the office, the officers and janitors who have faithfully discharged the responsibility entrusted to their care, cordial recognition is due and is heartily expressed. I append herewith the financial statement for the year:

#### FINANCIAL STATEMENT.

##### Receipts from all sources:

Teachers' fund.....	\$437,960.20	
Building fund.....	208,674.78	
Repair fund.....	16,125.00	
Library fund.....	5,046.57	
Contingent fund.....	147,872.88	
	<u>          </u>	\$815,679 43

##### Expenditures:

Teachers' fund.....	\$425,844.94	
Building fund.....	204,269.33	
Repair fund.....	15,042.07	
Library fund.....	3,470.81	
Contingent fund.....	137,052.28	
	<u>          </u>	\$785,679.43

Balance on hand..... \$30,000 00

The above figures have been compared with the books of the Comptroller and agree in every particular.

There is no outstanding indebtedness against the Board of Education for current expenses except for publishing proceedings for this date.

## INDEBTEDNESS ON CURRENT BUILDING CONTRACTS.

By a recent judicial decision there is due the contractor of the East High School the sum of \$25,093.38 and some costs. There is also due on contracts for the West High School now in process of erection the sum of \$114,408.43.

## BOND ACCOUNT.

There has been paid to us on account of the \$300,000.00 of bonds authorized by law for the erection of High Schools the sum of \$259,334 78, leaving a balance of \$40,665.22 to be paid on contracts as the work progresses.

With the ending of this fiscal year we will have paid to the City Treasurer \$120,000.00 for the sinking fund to be applied to the payment of the \$300,000.00 of bonds above referred to.

Respectfully submitted,

A. J. TOWNSON.

## REPORT OF SUPERINTENDENT

### *To the Board of Education :*

I have the honor to present this, my first report, since entering upon my office as Superintendent.

The last report was written in January, 1903. During the two years which my predecessor was in office it was found necessary to make many fundamental changes in the organization. A new course of study radically different from that which had preceded it was introduced. A systematic plan for the training and supervision of teachers was adopted. A body of supervisors was selected and put in charge of special subjects. Such a complete reconstruction of a system can be carried out only when supported by public sentiment. Public sentiment has thus far been equal to the emergency. It is believed that the severe strain under which the teaching force has of necessity worked during these years has for the most part been removed and that normal conditions now exist in the schools.

### THE COURSE OF STUDY.

Within the last half century there has been a new mental activity in the home. Literature, art, music and the love of nature have become a common family possession. Books and pictures and music and flowers and hand work were smuggled into the schools long before they were publicly recognized as parts of the course of study. In many of the states the legislatures have, as a result of public sentiment, decreed that these shall become a part of the curriculum. The active, aggressive intelligence of both men and women has insisted upon these changes. The course of study is no accident. It is the result of an evolution of public opinion and the development of social, industrial and intellectual conditions unknown until recent years.

It is not too much to claim that the recent changes in the course of study have affected most favorably not only the intelligence but also the morals of the average individual child. The strain upon the teacher in securing discipline has been practically removed. Children love school and are interested in their work.

The art of the teacher consists very largely in providing the right thing for the children to do. So far has this been accomplished that corporal punishment has practically disappeared from most of the school rooms in Rochester without an edict of the Board. Apparently

it is in many schools a thing of the past, and is exceptional in all of the public schools.

This change in the course of study is destined also to affect favorably the life and happiness of the average teacher. The teacher, recently trained and familiar with the working of the new course of study, enjoys her work because it promotes her own mental activity and calls for constant mental growth. Very often the teacher of the old days has found it somewhat difficult to adapt herself to the new and larger curriculum, and the broader treatment of the subjects which it contains, but many of these teachers of former days are to-day among the most brilliant and helpful in the force.

There is constantly a tendency to return to the text book method. There are occasionally those who count the number of subjects added to the curriculum with a hopeless emphasis, but they receive slight encouragement either from parents or from their associates. To be anything less than a professional teacher inspired by professional aims and methods will ere long be practically impossible.

### THE COMMON BRANCHES.

In the approved modern school children are from the very beginning learning to read by reading the best literature. An abundance of the best literature is supplied in every school room in Rochester.

Spelling and writing are taught most effectively through written exercises which are constantly given in every grade. The art of conversation is learned by the constant interchange of thought based upon exercises in literature, history, geography, the industries, social conditions of the race and nature study. Strange to say it is only recently that this conversational element has found a place in school instruction. In the judgment of the best critics this free and extended oral interchange of thought has a high cultural and practical value. In evidence of this it may be stated that many people who, under supervision, write correctly often speak incorrectly and with difficulty. If children are able to talk correctly, intelligently and readily they will easily take their place in good society.

From the very first, arithmetic is learned by constant experience with the concrete. With the present system of writing, penmanship is learned early and easily by imitation, with but a minimum expenditure of time and effort. This excellency in hand writing is easily maintained by slight attention in written exercises and occasional formal lessons in the copy book.

All that is included in the above statements relating to the common school branches appears to be incidental and is indeed superimposed

upon the old, formal methods of teaching, but these changed methods constitute the life of the system. They insure intelligence. They are practical and are prized by intelligent citizens who are interested in the public schools. But the requirements, as set forth in any reputable school system, go much farther and insist that children actually read, write, spell and cipher better than the children of any former generation.

We expect pupils to be able to read well from many books where formerly they read from only one. We expect them to be able to reproduce with readiness and clearness the substance of what they have read and to reduce this to correct written form. We expect that the words used in such written composition will be spelled correctly and that the sentences will be in good form. We require that pupils know the multiplication table thoroughly at the end of the fourth year, and be able to perform with accuracy ordinary processes in arithmetic. Here the critics of a former generation were satisfied, but in the present school system this attainment of the mechanical is but the beginning. The teacher herself assumes a new role under a system which calls for more alertness of mind and compels her to be a student with the children.

The average citizen has quickly learned to sympathize with new requirements, and is now often more exacting concerning the standard of the teacher of his own child than even school officials. This sentiment constitutes the strongest safeguard of the system and makes secure the progress of the future.

### MANUAL TRAINING.

Manual training was introduced into the elementary schools when the course of study was revised in 1901. Since that date eighteen grammar school buildings have been supplied with manual training equipments. The number will be increased until a shop is provided for each building.

At present fourteen manual training teachers meet the boys of the 7th and 8th grades at these centres. The same teachers instruct the boys of the 5th and 6th grades in desk-work manual training in the school rooms.

Up to the present school year the programme called for manual training one hour each week. In September, 1904, this time allowance was doubled.

In addition, weaving, raffia work and card board cutting are provided for the kindergarten and primary grades. In every school room there is also an attempt to lead pupils to do for themselves in this



direction something more than is prescribed by the formal course of study. These statements indicate that a complete system of manual training has been established for all parts of the public school system below the High School. As stated in the paragraph under High Schools, manual training, domestic art and domestic science will be added to the High School course at the beginning of the next school year.

Manual training has been readily accepted by the general public. It is generally recognized that manual training has a strong influence upon character and intelligence. It calls for accuracy and individual effort, and has a direct bearing upon the effectiveness of the future citizen.

### DRAWING.

Drawing is another subject of the new curriculum discovered to be indispensable in the public schools because of the development of industrial arts in the community. No subject is more closely related to other subjects in the curriculum. As art touches every part of life so it touches every part of instruction. No reader is complete that is not illustrated. Every story that is told by children has its accompanying mental picture. The child himself illustrates his own story, his own history, geography and nature lesson.

Most of the instruction in drawing is directly from nature or some other reality. All manual and industrial art are based upon drawing. The brush is used even more freely than the pencil by children from the kindergarten to the high school. Manual training and sewing are closely correlated with drawing and color work. In these departments there is an attempt to do every piece of work artistically. It follows that teachers must be thoroughly trained in this direction, and that our leaders must be able to draw upon the widest observation and culture. It is not too much to say that the work is so far advanced in the public schools that it has affected profoundly the taste of every child and the direction given to a great part of his effort, and yet in this, as in other departments of learning, we have only touched the possibility that is within our easy reach. This is especially true in the high school, which should become a great art centre for the community. Many young people in the high school have a natural taste for art work and would later be able with a good training in applied art to find remunerative occupation in the great industrial enterprises of the city. A vast number of our industries are affected by the artistic element. Every article manufactured must have what is termed "finish," and be attractive to the eye. Every article of dress calls for tasteful

ornamentation. All home decorations are designed by persons who are paid high salaries. In this country, as in many others, home industries are growing out of such art education, and the home itself has become beautiful because of the application of the general principles of art training consciously or unconsciously attained.

### SEWING.

Until the beginning of the present year the girls of grades six, seven and eight received instruction in sewing one hour each week. At the beginning of the present year sewing was introduced into the fifth grade and the lessons lengthened from one hour to two hours.

It is the purpose of the Supervisor of Sewing that from the beginning pupils shall learn to sew by making useful articles for themselves, giving only a very limited amount of time to the technical learning of stitches. As a result the girls in the sewing classes appear to be uniformly interested. An exhibit of work in sewing was held about the middle of the year. This exhibit attracted general attention and indicated a very great interest in the work in all parts of the city.

Sewing is an old art and has occupied the attention of women, high and low, in all time. As now taught in the great industrial training schools, and as it is now carried on in this city, domestic art is very much more than mere sewing or stitching. It has to do with the harmony of colors and with lines of grace and beauty in every product of this form of hand work ; with the decoration of these products ; with the production and choice of material, and with the relation in general of decorative art to needle work. It also has a direct bearing upon the personality of every individual, and of the attractiveness of the home itself. The fine touch of a skilled hand will make beautiful even a plain and desolate home. Nothing so emphasises poverty and lowers still lower the standard of the home as the lack of taste. No skill commands a higher price in the market than that which provides the beautiful in either decoration or in dress. No instinct in women is deeper than the love of these things, and nothing can be more certain than that this instinct should be developed and cultivated early and carefully as a part of her preparation for life. If this is true all that has been done in this form of training thus far should be only a beginning. This subject gives opportunity for individual, initiative and activity which reaches far beyond the school room. The girl trained in this line will find occupation for any spare minutes in school hours and will quickly learn to fill her home leisure with such effort. A young lady early has ability to do for herself. She can make her own garments and help to make those for the household. She can produce

her own Christmas gifts and make happy many hearts with this practical form of service. In other words these interests which affect her taste, her habits of industry, her character in so many ways, may easily at the slightest relative expense be made the possession of every girl in the public schools.

This is a theory which met with approval long before sewing found a place in our system of public education. Sewing has been taught in convents, in churches and by societies organized by public spirited women for many years. It needs no defence and no apology, but it is occasionally profitable for us to attempt to comprehend its usefulness and the vast consequences following upon its recognition as a part of the public school curriculum.

### COOKING.

In general what has been said of manual training and sewing in the public schools may be said of cooking.

While as a mechanical art it is more limited in its application yet its influence is far reaching and has been generally approved by an interested public as a part of our school work.

A generous and public spirited citizen has provided equipment and instructors sufficient to meet the needs of the girls of the eighth grades in the department of cooking. The instruction is given at the Mechanics Institute. Instinctively the girls in both our day and evening schools seek the opportunity to take instruction in cooking. So long as the present arrangement is continued, the girls in our schools will receive excellent training in this important art. Should this fail it would be necessary either to make some definite arrangement with the Mechanics Institute to continue this service or to provide centres at the school buildings as in the case of manual training.

The body often suffers irreparable injury and is kept at a low standard of efficiency because of the insufficient nutrition which is provided for its support. The child or the man badly nourished can never be at his best either physically or mentally. It is freely claimed by experts that the lack of proper nourishment is a first cause of intemperance among men; of irregular attendance at school; of vagrancy and crime.

### MUSIC.

A supervisor in singing was first employed in 1901. Singing is now required in every class in the elementary schools; in the Normal School; in the first year of the High School and is an optional study in the other classes of the High School.

In all the class rooms children have of course always sung songs more or less, depending very much upon the musical training and inclination of the teacher. Systematic instruction, however, did not formerly exist in any part of the system.

It has been no small task on the part of the supervisor to train teachers for their work. It has been necessary for the supervisor to organize classes for teachers of little or no training in music and other classes for those more advanced, but this is only the beginning of the duties of the supervisor of music. Real enthusiasm can come only when the great mass of pupils have caught the spirit of song and have begun to appreciate the relation of training in note work and harmony. At the High School and in buildings where there are school halls the pupils have been assembled frequently for the purpose of creating an inspiration which only numbers can furnish.

The supervisor of music attempts not only to meet the teachers by classes and at institutes but also several times in each year visits each class room and personally supervises the work of each teacher.

The place of music in the public schools appears to be secure. As a part of a complete training for life its importance is unquestioned. As a result, familiar songs are now heard everywhere from the school room and on the street. The training in rhythm and harmony has always been regarded even from an ancient date as indispensable to the full development of the intellect and the emotional life.

#### GRADING AND PROMOTIONS.

Beginning with the year 1899, promotions were made throughout the schools at the end of each half year. Previously, as is the custom in most school systems, this advancement and readjustment of classes occurred only in September. Under the present plan classes advance from the grammar school to the High School in September and also at the end of the first semester, February first. Graduations from the High School occur both in February and in June. A half dozen pupils completed their High School course in February of 1904. The first full winter class was graduated in February of the present year. It will follow that two classes will be admitted to and graduated from the Normal School in a single year. It is evident that there are many advantages in this plan of promotion. Whenever any considerable number of pupils attempt to do the same work it is soon discovered that they vary both in knowledge and in ability. These differences are more apparent whenever the skill of the teacher is not of the very highest order. In consequence when pupils were classified only once in the year many were found far behind their mates long be-

fore the year was completed. At the end of five months these differences are less marked and a readjustment can be made very much more advantageously to the slow pupil.

Under the old system there was often found a congestion in the fourth and fifth grades, due very largely to the fact that these slower children and children of irregular attendance were delayed in the middle grades. This evil, one of the very greatest in a graded school system, is largely corrected under more frequent promotions. The strain upon teachers is also very much less, since her labor increases in proportion as the pupils are not well classified. The conscientious teacher is anxious concerning the pupil who is far behind the rest, and often labors, and sometimes in vain, to advance such a pupil.

In the elementary schools pupils are promoted upon the recommendation of the teacher, approved by the Principal of the building. Pupils are admitted to the High School upon the same basis. Any system of examination for promotion is sure to work injustice frequently, for under examination no pupil is at his best and any set of examinations cannot fully represent the knowledge or ability of the pupil. On the other hand, in a limited field, an examination is likely to indicate that the child knows more than he should be given credit for. But the greatest evil of the examination for promotion is found in the fact that the pupil working for examination results is satisfied when he has passed the examination. In spite of any philosophy or effort to the contrary teachers and pupils are both so human that this aim to secure a mechanical standard becomes, to state it moderately, constant, and influences very largely all instruction and learning. By dint of hard effort pupils were frequently able to pass the examination in spelling, in history or in some other subject a year or more before the time when this subject should regularly be completed.

From thenceforth the child was either excused from such a subject or he indifferently and mechanically merely went through the motions of the rest of the class. Still other pupils whose knowledge of a given subject was really respectable, under the strain of examination or for some other insufficient reason were unable to pass such an examination and wasted a weary year in the dull routine of going over a second time what was already very familiar. All of these pernicious tendencies were removed by the vote of the Board to do away with the requirement of examinations for promotion in both the elementary and the High Schools. While the Principal and the teacher may together occasionally under-estimate the ability of a child this is but a very small evil in comparison with the numerous mistakes that are

inevitable in connection with any examination system in the public schools. Teachers and pupils work freely and, under the present system, such freedom is quite indispensable to success. The examination system not only narrowed the attention and thought to a small part of the whole field of subject matter, treated in any first-class school, but it rendered it difficult to place a proper value upon the different subjects. Perhaps the most marked effect is found in the High School where the testimony of the Principal is emphatic that pupils come into the High School better prepared than formerly. It has apparently resulted also in very largely increasing the attendance at the High School. A grammar school principal, who is charged with the responsibility of sending forward a pupil with his written approval, will seldom err in judgment. Occasionally a grammar school Principal certifies that a given pupil has done what he can in preparation for the High School, and recommends such a pupil conditionally. Such pupils frequently succeed.

The entire system of promotion as at present administered is humane and hopeful and has removed from the teacher and the school Principal the heaviest and most difficult burden of former years; has relieved the home and the child of infinite friction and nervous strain, and has altogether rendered cheerful and healthful the dull, dead atmosphere that formerly pervaded the over-examined and nervously exhausted pupil of our school system. Both health and cheer abound. Children are not only interested but happy in their work and a new epoch has dawned in the history of both the teacher and pupil.

#### TRUANCY.

In June, 1903, habitual truants were, under the laws of the State of New York, held in confinement in the City Truant School building. In this building the pupils were fed and clothed at the expense of the city. A Principal, Matron and keepers were in constant attendance. The expense of this institution was about \$5,000 per year. Pupils often remained as regular inmates of this institution several years and until they passed the age of school attendance. The school had become the nightmare of the School Board and was universally condemned by societies devoted to the prevention and spread of crime. During the last two years of the existence of the Truant School two attempts were made by the pupils to burn the building. In the second of these attempts the children nearly succeeded in accomplishing their purpose. These boys had become adepts in resisting authority and the institution was a school of crime. Parents deliberately forced truancy upon their children in order that they might be supported at public expense.

After a study of other truant systems the Board of Education decided to abolish the Truant School as then organized and to sell the building. At the beginning of the next school year confirmed truants, as fast as they appeared, were sent to one of the grammar schools (No. 26), where they were organized under the oversight of a teacher selected for her skill in dealing with such children. This truant class has continued to the present time with an attendance varying from ten to twenty-five boys. At present the number in attendance is twenty-four.

The teacher organizes these pupils into an ungraded school, seeking to advance each pupil as rapidly as possible by the use of individual methods. The sympathy shown to each pupil; the rapid advancement made under the individual system of teaching, and the new ambition which results have, as a rule, enabled these boys to succeed, and they are from time to time transferred into the grades and frequently returned to their own schools. The school is of course at a distance from many of the other schools of the city. At first it was intended to open a second school on the opposite side of the city, but the numbers have been so small that this has not appeared to be necessary. As pupils in the city are transported at half rates it is not a serious hardship for parents to pay the cost of transportation. These boys are dismissed a little before the close of school and are not therefore brought into contact with other children on the way home.

Our experience with this truant class has led to the following conclusions: Pupils who are sent to the Truant School are not vicious children, though they are sometimes mentally slow. When in school they are not difficult to manage. Often they are interesting and quick witted. Every case of absence is quickly reported at the office of the Superintendent and the entire force of attendance officers, if necessary, produces the boy and returns him to school. The boys soon discover that it is impossible for them to escape such vigilance. Much of the time the attendance is 100 per cent. Thus far we have not failed to cure of truancy any boy who has been taken to this school. In a very few instances, where our vigilance has temporarily failed, corporal punishment has been inflicted. As a result of this experiment truancy is rapidly disappearing from the public schools.

From a report of the principals, at a recent meeting, it was found that there is not, at present, on an average one chronic truant to a building throughout the city. Other influences have helped to eliminate truancy. Parents almost universally testify that their children are unwilling to remain away from school. Their school life is the subject of their most frequent conversation at home. Another cause of the



disappearance of truancy is found in the fact that children are generally promoted with their grades.

Under the former system of examination children were frequently detained in their progress through the school. As a result the middle grades were crowded with overgrown boys and girls who had lost their interest in school work, and who were out of touch with their mates. They thus became indifferent to work which had become familiar, and it was their first desire to escape from school. The change in the course of study; the new spirit of the school; the increased sympathy and added skill of the teaching force and the prevailing sentiment of the community, with reference to delinquent children—all of these have tended to revolutionize the question of truancy.

### SCHOOL LIBRARIES.

A law of the state provides that the School Board may expend the sum of \$1,000 for approved libraries, provided the city contributes double the amount furnished by the state for the same purpose. The intention of the law is of course that this literature should be used chiefly in the public schools. For many years this money had been applied to building up a circulating library for the general public. In January, 1904, the library contained about 47,000 volumes. The \$3,000 provided by the state and the city was for the most part applied to the payment of the salaries of the librarians. The books had become much worn, many of them were antiquated and there were no funds for additions to the library or for the rebinding of books in use.

After repeated warnings the State Superintendent peremptorily ordered the discontinuance of the circulating library. The books were distributed among the High Schools, grade schools and evening schools so far as the books were suitable for their use. The annual appropriation was then applied directly to the purchase of books for use in the schoolrooms. This appropriation is expended for books of two classes: First, sets of supplementary reading are purchased for use in each classroom. These sets of readers each including fifteen or more books provide general information and supplement the instruction given in different subjects. Second: A circulating library for children will be provided for each schoolroom. This library, in a case, provided for the purpose, will consist of about forty books for each schoolroom. These books are carefully selected with reference to the grades in which they are placed, supplying general reading matter upon many subjects. The libraries for a given grade contain several distinct sets of books, and therefore may be interchanged at will. This library is completed for



the Fourth grade. Nearly enough funds are on hand to also equip and provide libraries for the first grade. Within four or five years it is hoped that all the grades will be thus supplied with independent libraries.

In the absence of any general circulating library for the city these school libraries will serve a useful purpose for that part of the general public which they reach. In addition the teachers will have an opportunity to distinctly teach the reading habit, and children will learn to love the best books because they are constantly in their company—and become their friends.

The East High School and Training School libraries have received large additions from the Central Library treating many topics. These libraries are at present being provided with card catalogues of the most approved kind, and both the High Schools and Training School will become literary centers for the teachers in the public schools.

Formerly it was understood that there was no time for pupils to read in the public schools. At present the great classics and general history are freely drawn upon and familiarized as an essential part of instruction.

In most cities great public libraries serve the general desire for information and opportunity for literary culture. The schools of Rochester constantly suffer a loss at this point which cannot be estimated. A great library is a center of light and influence. The intelligent people of a city where such a library is located eventually make an acquaintance with its treasures. Its benefits become as much the possession of every citizen as do the privileges of the public parks and all that which is beautiful in nature. Moreover, in such cities the children of the public schools are trained to use the public library constantly and intelligently. They are sent to its book shelves, to its magazines and to its art collections as a part of their public school training. The average city points with pride to the moral and intellectual force of such a temple of learning. Intelligent people in search of city homes enquire carefully with reference to opportunities for general education. No one advantage is mentioned more often or more emphatically than the public library. A good public library is an advertisement of the first order and its absence must often divert to other cities a most desirable element of population. While we are fortunate in having at our disposal sufficient funds to provide reading matter for our children, and while the influence of these libraries is incalculable, they are in no sense a substitute for the public library as it exists in most of the cities of this country, and speaking moderately we are compelled to pronounce its absence a continued public calamity.

## SALARIES.

New lines of activity are open to women in all departments of our industrial life. As a consequence many young women who would otherwise enter upon the profession of teaching accept other positions of trust.

Formerly there were many names upon the eligible list and the supply of candidates was greatly in excess of the demand. Apparently all this is changed and throughout the country there is a positive shortage of teachers for elementary schools. This situation ought to be an encouragement to the teaching profession for it will gradually force an advance in salaries, and tend to raise the standard of the profession.

Our examinations have always been open to all comers and the eligible list has been made up on the basis of merit, but the minimum salary has been so low as to suggest that it was originally the intention to bar out applicants from abroad.

The minimum salary paid to grade teachers was long \$25.00 per month. Two years ago it was raised to \$30.00 per month, or \$7.50 a week. No young woman, who has been trained as a teacher, should be asked to live upon so low a salary in the environment in which she must labor. The maximum salary for many years was \$550.00. In September, 1903, the maximum salary was increased to \$600. The maximum salary is at present probably below the average maximum salary in other cities of our class and certainly is not sufficient either to attract or to hold the services of the best teachers. With such a minimum and such a maximum, graduates of the High Schools will hesitate to enter the Normal School and teachers in service will constantly be tempted to enter upon other callings. There can be no doubt that the sentiment of the community would support an increase in the salaries of the teachers in the elementary schools.

## HIGH SCHOOLS.

The new East High School was occupied in April, 1903. It provides seating capacity for 1,050 pupils. When crowded it accommodates 1,250 pupils. The opening of this building has greatly increased the High School attendance. The enrollment for the past five years has been as follows: 1900, 969; 1901, 1,022; 1902, 1,046; 1903, 1,445; 1904, 1,575.

At present the pupils of the first year, 614 in number, are distributed in annexes, 319 attend the Fitzhugh Street High School in the morning; 176 attend the same building in the afternoon, and 119 attend the old Chestnut Street grammar school building. The West High School building will be ready for occupancy in September, 1905.

The two buildings will provide accommodations for the present High School population. At the present rate of increase both of these buildings will be filled to overflowing within the next two or three years. The completion of the East High School has marked an epoch in the history of High School education in Rochester. The building which cost about \$325,000, including land and equipment, is a veritable palace of education and may well be called the college of the people. Several features of this building are worthy of mention. It is so arranged that every room has abundant light. Supply and exhaust fans furnish abundant heat and perfect ventilation. It is sanitary to the last degree, and apparently contains every improvement known in High School construction. The laboratories, which are on the third floor, are well equipped with apparatus for class work. The hall on the first floor seats 1,008 pupils and is attractive, and in use has proved very satisfactory. The lunch room, which is 81 feet by 70 feet, is an object of interest to all visitors because of its spaciousness; because of the generous patronage of pupils and because of the rare tact shown in its management. Two gymnasiums, one for boys and one for girls, are located on opposite sides of the main building. They measure 27 feet by 81 feet and are well furnished with apparatus.

Since this report was written a new salary schedule has been adopted. See section for information.

The library contains about 7,500 volumes. Before the end of the present school year it will be supplied with a complete card-catalogue on the dictionary plan. Since the school has occupied its present quarters a modern course of study has been provided. This contains the following courses—Classical, Latin-German, Latin-Scientific, and German-Scientific.

A commercial course and a manual training course will be introduced into both the High Schools in September. It is the purpose of the Board to steadily raise the efficiency and standard of the teaching force. Under the rules of the Board only teachers of experience can be permanently employed.

The proposed introduction of commercial and industrial departments will supply a need that has long existed. Pupils will be thoroughly trained in business forms. The commercial course will be as complete as the classical course; will call for the same amount of time and the certificate will have the same educational value. The industrial course should be developed upon the largest and most complete lines. Opportunity should be offered for any boy to master the use of tools, to acquire a good knowledge of mechanical drawing, and to be so far trained in industrial art as to be able readily to enter upon the industrial life of the community.

Industrial training has come to be recognized as mental training equal in merit to any so-called intellectual course of the old school. The engineer, the architect, the inventor are often first citizens and captains of industry. The relation of the intellectual and the industrial has been recognized and firmly established, and both courses deserve the best development possible in our school system.

The physical, chemical and biological laboratories present the appearance of a vast work shop where each pupil is dealing directly with the concrete under the oversight of skilled leaders.

The department of literature, drawing upon a great library and under the instruction of a strong faculty, has become one of the most interesting and most observed parts of the school system.

The sanitary conditions of the building, the lunch room and the gymnasium have produced a moral and a physical effect reaching the home life of individuals and the community.

The education provided by the present High School is not far short of that furnished by the college of thirty years ago, and will provide in large part the intellectual and moral leadership of the community in the future.

### THE TRAINING SCHOOL.

The Rochester Training Class was established in 1891. In 1900 the course was extended to two years. The course of study, with the requirements for admission, is found later in this report. The statement following will show the number of pupils graduating from this school since the course was lengthened to two years:

Grade.	Years.	Kindergarten.	Years.
15	1902	8	1902
15	1903	8	1903
13	1904	9	1904

The first appointments from the graduates of the Training School were made in June, 1904. In all 26 of these graduates have been appointed and several others are serving in temporary vacancies. It will be noted that the number of graduates has not increased. Two reasons may be given for this small attendance.

First. In 1901 the new Board of Education found many teachers whose services were not needed, and it became necessary to place these teachers, more than one hundred in number, upon the supply list. Many of these sought employment elsewhere. Some took up other lines of work, and some have been restored to their places in the schools. So long as the names of these teachers were upon the eligible list it was not possible to appoint recent graduates from the Normal School. Under

these conditions comparatively few sought admission to the Normal School.

Second. New opportunities for remunerative service are constantly open to women in all departments of our industrial life. Hitherto teaching has been attractive, not only because it was an honorable calling, but because it offered a better return for service rendered than did other callings.

At present the profession of teaching is in close competition with other callings, and the number selecting teaching as a vocation is constantly growing less in all parts of the country. It is also doubtless true that the advance of the standard in the teaching profession has had a tendency to diminish the attendance at the Normal School. Recently every successful graduate of the Normal School has been invited to serve in the city schools. A few, whose contracts have prevented them from accepting this invitation will doubtless be found in the schools next September. The fact that the supply is less than the demand will tend to increase the attendance at the Normal School. It would doubtless be a misfortune to appoint teachers entirely from the graduates of our own training school. Every year we ought to bring at least a few of the most promising graduates from other Normal Schools. It will be a distinct advantage, therefore, to be compelled to supplement moderately our own teaching force from without. The presence and influence of a few such selected teachers in any part of the school system is of the very greatest advantage to the schools as a whole, but the only effective remedy will be found in the increase of salaries, which will be discussed in another paragraph.

#### THE EVENING SCHOOLS.

There have usually been in operation from three to five evening schools in different parts of the city. At present elementary evening schools are supported in school buildings 4, 5, 13 and 26, with an evening High School in the Fitzhugh High School building. School No. 4 was opened in 1902; School No. 5 was opened in 1888; School No. 13 was opened in 1904; School No. 26 was opened in 1901, and the High School in 1901. The total enrollment of these schools has been as follows:

	1900.	1901.	1902.	1903.	1904.	1905.
High School.....	....	....	321	425	594	660
No. 4.....	....	....	356	535	437	500
No. 5.....	816	363	657	684	657	864
No. 13.....	....	....	....	....	....	547
No. 26.....	....	385	1027	1503	1566	1893

Formerly a large number of teachers of the evening schools were also instructors in the day schools. Beginning with the present year no teacher of the day school was employed in the evening school, except in special departments as sewing, manual training, etc.

The utmost care is exercised in the selection of teachers for the evening schools. So far as it is possible teachers of successful experience are employed. Many of the teachers in the present force have been in service for several years, and as a whole the force is effective.

No definite course of study can be laid out for the work in the evening schools. A large number of pupils have left the day schools, and either from choice or under the compulsory education laws are enrolled in the evening schools. These pupils are organized into regular graded classes as in the day schools, and in due course of time are promoted to the evening High School. The time, however, in the evening schools is limited, and the work of these pupils must be confined strictly to the essentials.

By far the larger number in attendance at the evening schools are foreigners, who desire to study the English tongue, young men, who wish to take up drawing, mechanical training or stenography, and young women, who wish to study domestic art or domestic science. In the High School a class is organized in any subject whenever a sufficient number of pupils are enrolled. Many different subjects are therefore taught in the High School. This list of subjects at present is as follows: Advanced English, Elementary English, Elementary German, Advanced German, Elementary French, Advanced French, Second Year Latin, First Year Latin, Geometry, Arithmetic, Elementary Algebra, Advanced Algebra, Book-keeping, Electricity, Physics, Stenography, Chemistry, Mechanical Drawing, Commercial Law and Penmanship.

In the elementary schools the list of subjects is as follows: Reading, Writing, Arithmetic, Geography, Grammar, History, Common Branches, Manual Training, Mechanical Drawing, Electricity, Stenography, Bookkeeping, Music, Sewing, Dressmaking and Shirt Waist Making, Millinery and Cooking.

Under the rules of the Board the evening school term opens on the first Monday in October and closes early in April. The schools are in session three evenings each week, Monday, Tuesday and Thursday. The schools open at 7:30 and close at 9:15. The evening schools must be supported to meet the requirements of the state law which requires that certain pupils between the ages of fourteen and sixteen, who are not attending day school must be in attendance upon an evening school. It serves the further and much larger purpose of enabling any

person to secure an education, whether elementary or advanced, whether industrial or scientific. This conception of the purpose of the evening school is comparatively recent, and has constantly enlarged as the evening school system has been developed. Scores of foreigners learn to speak and to write the English language in the evening schools. Any one of these schools cannot fail to impress the visitor with its great usefulness in any of these directions. Many foreigners continue in attendance until they have really secured a fair education, and many young men and women remain in the elementary and High Schools until they have secured an education scarcely inferior to that given in the day schools. The housekeeping of the city as a whole is immeasurably improved as a result of the classes in domestic science and domestic art. Three hundred young women are enrolled in the classes in cooking in one school and an even larger number in the classes in sewing in the same school. The schools become also great social forces. In each of these evening schools is located a generous library. The books of these libraries are in active circulation among the students, and in the homes from which they come.

In one of the evening schools there is a class in electricity which, during the present year, has enrolled 83 students. In this class are found boys and young men, and mature men from the factories and electrical plants of the city. Many of these men are superintendents and directors in the local power plants and manufactories. Every school furnishes the history of individuals who have risen to positions of usefulness and prominence in the city through the help they have obtained at the evening schools, and every school and every room presents to the visitor a company of interested pupils, each in search of something better in life.

Attendance upon the evening school is a very high evidence of character. A boy or a girl, a man or a woman who, after a day of toil, is deliberately enrolled as a pupil in the evening school, and who, evening after evening, sacrifices recreation and rest in the interest of self-improvement, is entitled to the assistance and sympathy of the community, and this assistance is generously and freely rendered in Rochester. No part of our educational system is still capable of more development than is possible in the evening school. It deserves closer oversight and more careful organization than it has yet received. The growth of the evening schools has been so steady and phenomenal that it has as yet been impossible to thoroughly organize the system. It is possible that the number of evening schools will be increased still further in order to accommodate more completely all sections of the city.



## THE KINDERGARTEN.

Kindergartens existed in many of the public schools before 1901. At that date they were made a part of the system in every building.

In introducing the kindergarten the Board assumed that the kindergartner could serve as many hours as teachers in the grade schools. Acting upon this theory, the kindergarten teacher has one class in the morning and a class of different children in the afternoon. These classes are usually very small, numbering not more than twelve or fifteen pupils. Kindergartners themselves appear to be enthusiastic and do not often ask for leave of absence or retire from overwork. They have been cheerful, enthusiastic and exceedingly earnest in their work. The question as to the length of hours of kindergartners is of the highest interest. The kindergarten would more often be introduced if it were not for the limitation which kindergartners place upon their hours. The School Board and the community are usually conservative and under present conditions the advance of the kindergarten, especially in smaller towns, is likely to be very slow.

The experiment in Rochester is certainly very significant. It has enabled the Board to offer the advantages of the kindergarten to every neighborhood and to every child in the city, and it appears to be true that the kindergartner is not broken either in health or in spirit by the service rendered. The work of the kindergarten is familiar to the general public, and calls for little explanation in this report. It is on a large scale a civilizer of the foreigner, deprived of the best influences in life, and it is a safeguard against the selfishness that is likely to characterize the child of wealth and affluence. The kindergarten exercises the child's best instincts and impulses. It provides an abundance of activity. It organizes and directs surplus energy into channels of fruitful effort. It awakens the imagination and provides opportunity for the expression of the child's thoughts and feelings in the form of story and song. It brings the child into contact with life and nature of the larger world from which he is likely otherwise to be almost wholly cut off.

The influence of the kindergarten is also powerfully felt by the teachers and the pupils throughout the entire school system. The kindergartner must be a child with her children. The free games of the kindergarten have now a place in all the grades, and the grade teacher has learned both to tell the stories and to play again the games of childhood. This spirit has had its invaluable influence in thus bringing together the teacher and the pupil and has given them a life in common such as has never before been witnessed in the school room.



The kindergarten is also an industrial school of the first order. In all the more formal exercises of the kindergarten the children become trained workmen skilled in the use of the hand in many forms of construction that directly affect their life, their happiness and their usefulness, and that are in themselves an essential part of all true education.

### SCHOOL BUILDINGS.

Since 1900 there have been erected five large grammar schools at a cost of about \$278,000. Substantial additions to four other buildings have been built at a cost of \$77,000. Two new High Schools have been built and equipped at a cost of about \$650,000.

From this it will appear that during five years two High School buildings and seven grammar school buildings of the very highest character have been completed and occupied. These buildings while plain in their finish and appointments are models of architecture, and have proved to be thoroughly satisfactory for the purpose for which they are intended. The grammar school buildings contain from sixteen to nineteen rooms. In each there is a large hall, lighted from above, upon the first floor. These halls are 45 ft. by 58 ft. They are in constant use and become the centre of the life of the school. They are used as assembly rooms; for classes in music and gymnastics and free games; for exhibits of the work of pupils and as gathering places for the patrons of the schools.

In each building there is a well-equipped principal's office, a waiting room and teachers' room and a library. It has been the policy of the Board to supply ample building lots upon which to place these buildings and they are always an ornament to the section in which they are located. The grammar school buildings have cost on an average of about \$57,000. They are constructed in the interest of the children and of public health, and only a small body thoroughly familiar with the schools could be induced to provide such features as are mentioned above. It is doubtful if elsewhere city grammar school buildings can be found two stories in height and with such liberal provisions for halls and conveniences for pupils and teachers.

### SUMMARY.

Two years have passed since the presentation of the last report. In this time the two high schools have been completed, and the enrolment in these high schools has increased from about 1,500 to more than 2,000 pupils. New commercial and manual training courses have been introduced. The system of grammar school buildings, originally

projected by the Board of Education, has been nearly completed, and practically all the children in the public schools are provided with comfortable school accommodations. The cost of all these buildings has been or will be, met out of the regular annual appropriations.

In this time the library funds have been restored to their proper use and two grades out of eight are already being supplied with generous school-room libraries. Additional supplementary reading matter has been furnished in every grade until our equipment is probably second to none.

The truant penal code has been abolished and a more humane system has been discovered. In most of our schools principals report that truancy, except in rare instances, is a thing of the past.

Free games are seen in every school for every class, every day; free construction work and school and home gardening are carried on by practically every child, and complete systems of manual training, sewing, cooking and kindergarten have been fully carried into effect in every school. Our system of Friday institutes renders doubly effective the work of the supervisors.

A pension law applying to Rochester teachers has been enacted by the legislature. The maximum salaries of all elementary teachers has been increased twice in three years, and all together more than \$50,000 has been added to salaries during this period.

These are some visible results due to a rare combination of circumstances that have made the school law of Rochester generally observed throughout the country.

You have steadily insisted upon a rising standard in the high schools, the training school and the elementary schools. In the councils of the school board only one question is asked and that is what is best for the schools.

It has been easy for your executive to carry out the theory of the Board, because you have generously delegated authority and given unsparingly of your individual assistance and support.

I desire to recognize my deep obligation to my associates who have enthusiastically co-operated in the great work carried out under the guidance of the Board of Education. Mr. Chas. B. Gilbert, my predecessor in office, is entitled to the gratitude of the community and the teaching force for the thoroughness with which he organized the new course of study.

Miss Ada Van Stone Harris, supervisor of the kindergarten and lower grades, and my helper and counsellor in all departments of the elementary schools, has contributed indefinitely by her skillful leadership, clear vision, and untiring energy in laying the foundations of

our system of elementary education. Our supervisors have co-operated most successfully in their respective departments, and are worthy of the confidence shown them by the teaching force. The principals have carried the heavy burden of the reconstruction that has been accomplished, and their enthusiasm and effectiveness have grown with their labors. In season and out of season the members of the teaching force have cheerfully met the heavy demand made upon their energy and resources, and their success is worthy of the commendation bestowed by parents and the confidence and gratitude of the entire community. No other large city offers such an opportunity to its supervisory and teaching force. Much is expected from us at home, and our associates in other cities watch every development. Our work is for the community and for humanity and with such incentives we may undertake the work of the future with hope and confidence.

## GENERAL INFORMATION.

The following paragraphs are inserted to answer numerous inquiries, which are constantly received. The facts contained in these paragraphs may also be considered a necessary part of a report intended to convey reasonably complete information to the public:

### THE SCHOOL LAW.

The present school law, which is given in full at the end of this report, was enacted in 1900. The essential features of this law are as follows:

First. The School Board consists of five members.

Second. Three of these members are elected at one time and two others are elected two years later. The term of service is four years.

Third. This Board is a corporation, authorized to expend money appropriated for its use.

Fourth. This appropriation is based upon the number of pupils in the public schools, \$25 being allowed for each pupil enrolled.

Fifth. The Board of Education appoints a superintendent, whose term continues four years.

Sixth. The Board is made responsible for the general financial management of the department. The Superintendent is given the initiative in the appointment of supervisors, principals and teachers, and transfers teachers. He is also made responsible for the general

management of education. These provisions are all incorporated in what is known as the Dow Law. (See school law at end of this report.)

### SUPERVISORS.

The following are employed as supervisors of instruction :

Supervisor of Primary Schools and Kindergartens, Miss Ada Van Stone Harris.

Supervisor of Manual Training, Mr. W. W. Murray.

Supervisor of Drawing, Miss N. E. Lucas.

Supervisor of Music, Mrs. A. C. Clement.

Supervisor of Domestic Art, Miss K. F. Steiger.

Thirteen assistants are employed in the department of manual training. These assistants are all women. Two hours each week are devoted to instruction in manual training. Carpentry is a part of the course of study for the boys of the seventh and eighth grades and desk work for the boys of the fifth and sixth grades. Manual training is fully provided in every primary grade, and consists of basketry, weaving, raffia work, clay modeling and card board cutting.

Domestic science is given to the girls of the fifth, sixth, seventh and eighth grades. Two hours are given each week to this subject.

One assistant is employed in the department of music and one in the department of drawing.

Through the Friday institutes, Miss Newton, the instructor in physical training at the Training School, furnishes suggestion and directions for this work in all the public schools of the city.

These supervisors give their entire time to the direction of the work in their respective departments. At least three series of grade institutes are held during each year. The teachers of a given grade dismiss their schools and are organized as an institute for an entire day. This institute is held on Friday. The teachers of each grade are in session during each year three entire days. At these institutes the superintendent and supervisor meet the teachers and give to them necessary instruction and directions. Two or more classes of children are usually under instruction at such institutes a part of each day. The work of these classes is intended to furnish suggestion to every teacher of the grade, and the superintendent and his assistant usually draw upon this instruction for illustration.

The physical training in the grades consists of formal instruction and free games.

## PHYSICAL TRAINING IN THE HIGH SCHOOLS.

There is a gymnasium for boys and one for girls in each of the High Schools. A director is employed for each gymnasium. Gymnastics are required of all pupils in the high schools in the first, second and third years.

## MUSIC.

Music is required in the grade schools but is optional in the high schools after the first year.

## DRAWING.

Drawing is required in the graded schools but is optional in the high schools. The work in drawing will count for the diploma of graduation.

## PRINCIPALS' MEETINGS.

The superintendent calls a regular meeting of principals the first Wednesday of each month.

A round table of principals is held on the third Wednesday.

The first meeting is for routine business and the second for the professional study of educational questions.

## SALARY SCHEDULE.

A salary schedule governs the salaries of grade teachers. The maximum salary for grade teachers and kindergartners is \$650. The minimum salary is \$400. The salaries of other teachers are not governed by schedules.

## EXHIBITS OF SCHOOL WORK.

At least once each year an exhibit of school work on a large scale is held in each school building. Sometimes this exhibit is held in each room showing the work of each pupil, and sometimes it is held in the school hall, arranged by grades and subjects to show representative work and to illustrate the course of study. This exhibit is usually held in connection with meetings of the Mothers' Clubs and are visited by throngs of patrons. The interest in these exhibits has constantly increased.

## MOTHERS' AND PARENTS' CLUBS.

Connected with nearly every school is an active organization of

mothers or parents. These organizations co-operate with the schools in beautifying the grounds, decorating the school walls with pictures or providing reference books. They meet at regular intervals, hold a mass meeting in June of each year and a flower show in September.

The Women's Union is another large body organized for educational work. All these are a power in the community strengthening right public sentiment in regard to education, and co-operating with school officials and teachers.

### FREE GAMES, FREE CONSTRUCTION WORK, DRAMITIZATION, GARDENING.

These lines have been emphasised during the last year. The children of every room have free play either in their school room or in the school hall, every day. The old fashioned and familiar games are most popular.

Free construction grows out of manual training and drawing and is usually a means of expression connected with the common school subjects. It is the aim to stimulate every child to do this work both at home and at school.

The familiar classics are studied intensively in every grade, and this study generally results in a more or less elaborate dramitization of interesting selections.

Nearly every building has class gardens, and children are urged to plant seeds at home. Over 40,000 packages of seeds have been planted by school children this season.

At an extensive flower show held in September, children exhibit the flowers and vegetables which they have raised and compete for prizes offered by the Women's Union.

### LUNCH ROOMS AT THE HIGH SCHOOLS.

Lunch rooms 81 feet by 70 feet are provided in each of the high school buildings. These rooms are abundantly fitted with small tables and chairs for the use of the students. The session of the high school extends from 9:00 until 2:30. Lunch is served at 12:15. A lady manager, paid a salary by the Board of Education, superintends this department. It is the purpose of the Board that this food shall be provided at such rates as merely to meet necessary expenses, and to provide for repairs and breakage. The average number of pupils daily

served in this restaurant is 1,000. The lunch room is also patronized by students and instructors from the Training School and from the University.

### SUPPLEMENTARY READING.

The following books are used as supplementary reading matter in the different grades. Within limits they may be used also by other grades.

### SUPPLEMENTARY BOOKS.

#### GRADE I.

Name.	Author.	Publisher.
Primer	Finch	Ginn & Co.
Reader I	Finch	Ginn & Co.
Child Life, Book I	Blaisdell	MacMillan Co.
Primer	Baldwin	American Book Co.
Graded Literature, Book I	Judson and Bender	Maynard, Merrill Co.
Oriole Stories	Lane	Ginn & Co.
Reader I	Hawthorne	Globe School Book Co.
Primer	Holton	Rand, McNally Co.
Art Literature Primer	Grover	Atkinson, Mentzer & Grove
Folk Lore Primer	Grover	Atkinson, Mentzer & Grove

#### GRADE II.

Child Life, Book II	Blaisdell	MacMillan Co.
Graded Literature, Book II	Judson and Bender	Maynard, Merrill Co.
Eskimo Stories	Smith	Rand, McNally Co.
Around the World, Book I	Carroll	Silver, Burdett Co.
Fairy Tale and Fable	Thompson	Silver, Burdett Co.
Reader II	Hawthorne	Globe School Book Co.
Bow-wow and Mew-mew		Maynard, Merrill Co.
Lodrix	Wylhe and Edick	D. Appleton & Co.
Cave Dwellers	Dopp	Rand, McNally Co.
Tree Dwellers	Dopp	Rand, McNally Co.

#### GRADE III.

Child Life, Book III	Blaisdell	MacMillan Co.
Graded Literature, Book III	Judson and Bender	Maynard, Merrill Co.
Heroes of Myth	Gilbert and Price	Silver, Burdett Co.
Seven Little Sisters	Andrews	Ginn & Co.
Big People and Little People of Other Lands	Shaw	American Book Co.
Fairy Tales	Shaw	American Book Co.
Reader III	Hawthorne	Globe School Book Co.
Fables and Folk Stories	Scudder	Houghton, Mifflin Co.
Fairy Tales	Hans Anderson	Maynard, Merrill Co.

Wandering Heroes	Gilbert and Price	Silver, Burdett Co.
Ten Little Boys	Andrews	Ginn & Co.
Discoverers and Explorers	Shaw	American Book Co.
Great Americans for Little Americans	Eggleston	American Book Co.
Our American Neighbors	Coe	Silver Burdett Co.
Friends and Helpers	Eddy	Ginn & Co.
Fifty Famous Stories	Baldwin	American Book Co.
Fanciful Tales	Stockton	Charles Scribner's Sons
North America	Carpenter	American Book Co.
Adventures of Pinocchio	Collodi	Ginn & Co.
Hiawatha	Longfellow	Maynard, Merrill Co.

#### GRADE V.

First Steps in the History of Our Country	Mowry	Silver, Burdett Co.
Story of the Greeks	Guerber	American Book Co.
American Life and Adventure	Eggleston	American Book Co.
Tanglewood Tales	Hawthorne	Houghton, Mifflin Co.
Krag and Johnny Bear	Thompson-Seton	Charles Scribner's Sons
Norse Stories	Mabie	Rand, McNally Co.
Modern Europe	Coe	Silver, Burdett Co.
South America	Carpenter	American Book Co.
The Western U. S.	Fairbanks	Heath & Co.
Hiawatha	Longfellow	Maynard, Merrill Co.
Tales from Shakespeare	Lamb	
Viking Tales		Rand, McNally Co.
Howell's Story Book	Howell	Charles Scribner's Sons
Spyri's Heidi	Spyri	Ginn & Co.

#### GRADE VI.

Heroes of Chivalry	Gilbert and Maitland	Silver, Burdett Co.
Story of the Romans	Guerber	American Book Co.
American Heroes and Leaders	Gordy	Charles Scribner's Sons
Marco Polo	Atherton	D. Appleton Co.
Asia	Carpenter	American Book Co.
Boys of Other Lands	B. Taylor	
Snowbound	Whittier	Houghton, Mifflin Co.
Tales from Shakespeare	Lamb	
Viking Tales		Rand, McNally Co.
Howell's Story Book	Howell	Charles Scribner's Sons
Spyri's Heidi	Spyri	Ginn & Co.

#### GRADE VII.

Grandfather's Chair	Hawthorne	Houghton, Mifflin Co.
Story of Thirteen Colonies	Guerber	American Book Co.
First Steps in the History of England	Mowry	Silver, Burdett Co.
Short Stories from English History		
Little Nell	Dickens	University Publishing Co.
Ninety-Three	Hugo	Little, Brown & Co.
William Tell	McMurry	Silver, Burdett Co.



Washington and His Country	Irving	Ginn & Co.
Franklin, His Life	Franklin	Ginn & Co.
Last of the Mohicans	Cooper	MacMillan Co.
Treasure Island	Stevenson	MacMillan Co.
Around the World in a Sloop Spray	Slocum	Charles Scribner's Sons

## GRADE VIII.

Commercial Geography	Adams	D. Appleton Co.
Plants and Their Children	Dana	Ginn & Co.
Miles Standish	Longfellow	Houghton, Mifflin Co.
Little Nell	Dickens	University Publishing Co.
Ninety-Three	Hugo	Little, Brown Co.
William Tell	McMurry	Silver, Burdett Co.
Washington and His Country	Irving	Ginn & Co.
Franklin, His Life	Franklin	Ginn & Co.
Last of the Mohicans	Cooper	MacMillan Co.
Treasure Island	Stevenson	MacMillan Co.
Around the World in a Sloop Spray	Slocum	Charles Scribner's Sons

## TEACHERS' REFERENCE.

English Classics	McMurry	MacMillan Co.
General Method, one volume	McMurry	MacMillan Co.
School Administration	Dutton	Charles Scribner's Sons
Commercial Geography	Redway	Charles Scribner's Sons
Life of the Ancient Greeks	Gulick	D. Appleton Co.
Geography (complete)	Tarr and McMurry	Macmillan Co.
School History U. S.	McMaster	American Book Co.
U. S. History	Gordy	Charles Scribner's Sons
Making of Great West	Drake	Charles Scribner's Sons
History of U. S. A.	Morris	Lippincott
History	Butterworth	Estes & Lauriat
U. S. History	Fisk	Houghton, Mifflin Co.
Students' American History	Montgomery	Ginn & Co.
History of U. S., I, II, III, IV	Hart	MacMillan Co.
Children's Garden	Miller's	D. Appleton Co.
Arithmetic, Book I	Young and Jackson	D. Appleton Co.
Primary Arithmetic	Smith	Ginn & Co.
Grammar School Arithmetic	Smith	Ginn & Co.
Excursions and Lessons in Home Geography	McMurry	MacMillan Co.
Type Studies in Geography	McMurry	MacMillan Co.
Elementary Geography	King	Charles Scribner's Sons
Geography of New York City and State		
Source Readers, Vol. I, II, III, IV	Hart	MacMillan
The Western U. S.	Fairbanks	D. C. Heath & Co.

## LIST OF TEXT-BOOKS USED IN THE HIGH SCHOOL.

## LATIN.

- Grammar, Allen & Greenough, Ginn & Co.  
 New Caesar, with Vocabulary, Allen & Greenough, Ginn & Co.  
 New Cicero, with Vocabulary, Allen & Greenough, Ginn & Co.  
 Virgil's Aeneid, Books 1-6, with Vocabulary, Greenough & Kittredge, Ginn Co.  
 Beginner's Latin Book, Smiley & Storke, American Book Co.  
 New Latin Composition, Daniell, Part I, Part II, Part I, II, III, B. H. Sanborn & Co.

## GREEK.

- Grammar, Goodwin, revised edition, Ginn & Co.  
 Xenophon's Anabasis, with Vocabulary, Goodwin & White, Ginn & Co.  
 Iliad (I-VI), with Vocabulary, revised edition, Seymour, Ginn & Co.  
 First Greek Book, White, Ginn & Co.  
 Greek Prose Composition, revised edition, Woodruff, Leach, Shewell & Co.

## FRENCH.

- Grammar, Fraser & Squair, D. C. Heath & Co.

## GERMAN.

- Grammar, Joynes-Meissner, D. C. Heath & Co.  
 German Lessons, Harris, D. C. Heath & Co.

## MATHEMATICS.

- New School Algebra, Wentworth, Ginn & Co.  
 Higher Algebra, Wentworth, Ginn & Co.  
 New Higher Arithmetic, Robinson, American Book Co.  
 Plane Geometry, revised edition, Wentworth, Ginn & Co.  
 Plane and Solid Geometry, revised edition, Wentworth, Ginn & Co.

## HISTORY.

- A History of Rome, Myers, Ginn & Co.  
 Eastern Nations and Greece, Myers, Ginn & Co.  
 English History, Montgomery, Ginn & Co.  
 Student's History of the U. S., Channing, MacMillan.

## SCIENCE.

- Practical Physiology, Blaisdell's, Ginn & Co.  
 Foundations of Botany, Bergen, Ginn & Co.  
 Animal Life, Jordon & Kellogg, D. Appleton & Co.  
 High School Physics, Carhart & Chute, Allyn & Bacon.  
 Chemistry Descriptive, Parts I and II, bound together, Newell's, D. C. Heath & Co.

## SPANISH.

Grammar, Hills & Ford, D. C. Heath & Co.  
 Practical Elocution, Shoemaker's, Shoemaker.

TEXT-BOOKS AT PRESENT ADOPTED FOR USE IN THE  
PUBLIC SCHOOLS.

## ARITHMETIC.

Rational Elementary Arithmetic, Bellfield & Brooks, Scott Foresman & Co.  
 Hornbrook's Grammar School Arithmetic, A. R. Hornbrook, American Book  
 Co.

## HISTORY.

The Leading Facts of American History, D. H. Montgomery, Ginn & Co.  
 United States History, Horace E. Scudder, American Book Co.  
 United States History, Wilbur F. Gordy, Charles Scribner's Sons.  
 United States History, John Fiske, Houghton, Mifflin & Co.  
 United States History, John Bach McMaster, American Book Co.  
 United States History, Charles Morris, J. B. Lippincott Co.  
 United States History, W. A. and A. M. Mowry, Silver, Burdett Co.  
 United States History, A. S. Barnes, American Book Co.

## GEOGRAPHY.

The Natural Elementary Geography, Redway and Hinman, American Book  
 Co.  
 The Natural Advanced Geography, Redway and Hinman, American Book  
 Co.

## WRITING BOOKS.

The Natural System of Vertical Writing, A. F. Newlands and R. K. Rowe,  
 D. C. Heath & Co.

## PHYSIOLOGY.

Elementary Physiology and Hygiene, A. W. Conn, Silver, Burdett & Co.  
 First Book in Hygiene, Wm. O. Krohn, A. Appleton & Co.

## MUSIC.

The Modern Music Series, Eleanor Smith, Silver, Burdett & Co.  
 Primer, First Book and Second Book, Silver, Burdett & Co.

## GRAMMAR.

Metcalf's English Grammar, Robert C. and Thomas Metcalf, American Book  
 Co.  
 Bass Reader, Florence Bass, D. C. Heath & Co.  
 Stepping Stones to Literature, I-VIII, Silver, Burdette & Co.  
 Language Speller, Parts I and II, Spaulding and Moore, Richardson, Smith  
 & Co.

## AN ACT

To establish a retirement fund for pensioning retired school teachers in the City of Rochester, and to regulate the collection and management thereof.

*The People of the State of New York, represented in Senate and Assembly, do enact as follows*

Section 1. Subdivision 1. The board of education, the superintendent of schools, one principal, and one teacher of the public schools shall constitute a board of trustees who shall have the general care and management of the public school teachers' retirement fund created by this act. In September, nineteen hundred and five, and in the same month every second year thereafter, a meeting of all the teachers and principals of the public schools of Rochester shall be called by the superintendent, at which time and place one principal and one teacher, then in active service, shall be chosen by the assembled teachers and principals to serve for a term of two years upon the board of trustees hereinbefore mentioned. The said board of trustees is empowered to make payment from said fund, of the annuities granted in pursuance of this act; to take all necessary and proper action in the premises; and to make such rules and regulations for the administration and investment of said fund as it may deem best, except that neither the whole nor any part of said fund shall be invested in any manner otherwise than as the savings banks of the state are by law permitted to invest their funds.

Subdivision 2. The public school teachers' retirement fund created by this act shall consist of the following moneys with interest or income therefrom, to wit:

(a) All donations, legacies and gifts which shall be made to said fund.

(b) Two per centum per annum of the respective salaries paid to the superintendent of schools, supervisors, principals and teachers regularly employed in the public schools of Rochester, except that no such deduction shall be made from the salary of a superintendent or a supervisor unless within one month from the date this act shall take effect or from the time of his or her appointment, notice in writing shall be given the board of trustees of his or her desire to come within the provisions of this act.

(c) An amount to be paid each year from the funds appropriated by the city of Rochester for the board of education for the maintenance of the department of education, equal to one-half the total sum

deducted from the salaries of the superintendent, supervisors, principals and teachers for that year.

(d) All moneys which may be obtained from other sources or by other means duly and legally devised for the increase of said fund by the board of trustees or with their consent.

Subdivision 3. The board of education in making the pay rolls for the superintendent, supervisors, principals and teachers hereinbefore mentioned, shall semi-annually deduct from the salary of each of said persons a sum equal to one per centum of his or her annual salary, except that no such deduction shall be made from the salary of a superintendent or a supervisor who does not come under the provisions of this act as hereinbefore mentioned, and shall certify the amount of such deductions and the names of the persons from whose salaries such deductions have been made; and such certificate shall accompany the pay roll and a warrant for the amount of the deductions so certified shall be drawn payable to the city comptroller, and shall be deposited by him with the city treasurer, who shall retain the same subject to the disposal of said board of trustees as hereinafter provided. At the same time a warrant shall be drawn payable to the city comptroller for a sum equal to one-half of the amount of the deductions made from the salaries of the said superintendent, supervisors, principals and teachers, made chargeable to the funds appropriated by the city of Rochester for the board of education for the maintenance of the department of education, which sum the said comptroller shall also deposit with the city treasurer, who shall retain the same subject to the disposal of said board of trustees as hereinafter provided.

Subdivision 4. The city comptroller shall be the custodian of said fund, and the city treasurer shall be the treasurer thereof; and all orders made payable from this fund shall be made upon the vote of the said board of trustees, said orders to be signed by its president and countersigned by the city comptroller and the city treasurer.

Subdivision 5. (a) The board of education shall have power, on recommendation of the superintendent of schools, to retire from service or refuse to reappoint to service, any supervisor, principal, or teacher who shall have served in such capacity or capacities for an aggregate period of twenty years, if a female, and twenty-five years if a male; and any person so retired or refused reappointment, shall become an annuitant under this act, provided that not less than fifteen years of such service shall have been rendered in the public schools of Rochester, and in case of any superintendent or supervisor, provided also that he or she shall have come under the provisions of this act in the manner hereinbefore mentioned.

(b) Any superintendent, supervisor, principal or teacher who shall have served in such capacity or capacities for a period of thirty years, if a female, or thirty-five years, if a male, may with the consent of the board of education, retire from service and become an annuitant under this act, provided that not less than fifteen years of such service shall have been performed in the public schools of the city of Rochester, and in case of any superintendent or supervisor, provided also that he or she shall have come under the provisions of this act in the manner hereinbefore mentioned.

Subdivision 6. Annuities paid in pursuance of this act shall be one-half the amount of the annual salary of the annuitant at the time of retirement from service, except that no annuity shall exceed eight hundred dollars annually; but if the moneys at the disposal of the trustees of said fund be found at any time inadequate to fully carry out the provision herein above mentioned, the trustees shall then pay to the persons entitled to participate in said fund as near a pro rata amount as in their judgment the circumstances will warrant.

Subdivision 7. No person shall become an annuitant who has not contributed to the teachers' retirement fund in pursuance of subdivision three of this act, an amount equal to at least forty per centum of his or her annual salary at the time of retirement; but any such person otherwise qualified may become an annuitant by making a cash payment to the retirement fund before receiving any annuity, of such an amount as his or her contributions under said subdivision three may have fallen short of the required forty per centum.

Subdivision 8. No annuity shall be paid from the teachers' retirement fund before July first, nineteen hundred and seven; but any person duly qualified who shall retire or be retired from service before that time, and after this act shall take effect, shall not be deemed to have forfeited the right to become an annuitant under the provisions of this act.

Subdivision 9. If at any time a superintendent, supervisor, principal, or teacher, who shall be willing to continue service in the public schools of Rochester, shall not be re-employed, or shall be discharged before the time when he or she would under the provisions of this act be entitled to an annuity, then such person shall be paid back, without interest, all the money which may have been deducted from his or her salary in pursuance of this act.

Subdivision 10. The board of education shall include in its annual report a full account of the condition of the teachers' retirement fund, its amount, the manner of its investment, and all receipts and disbursements on account of said fund during the year.

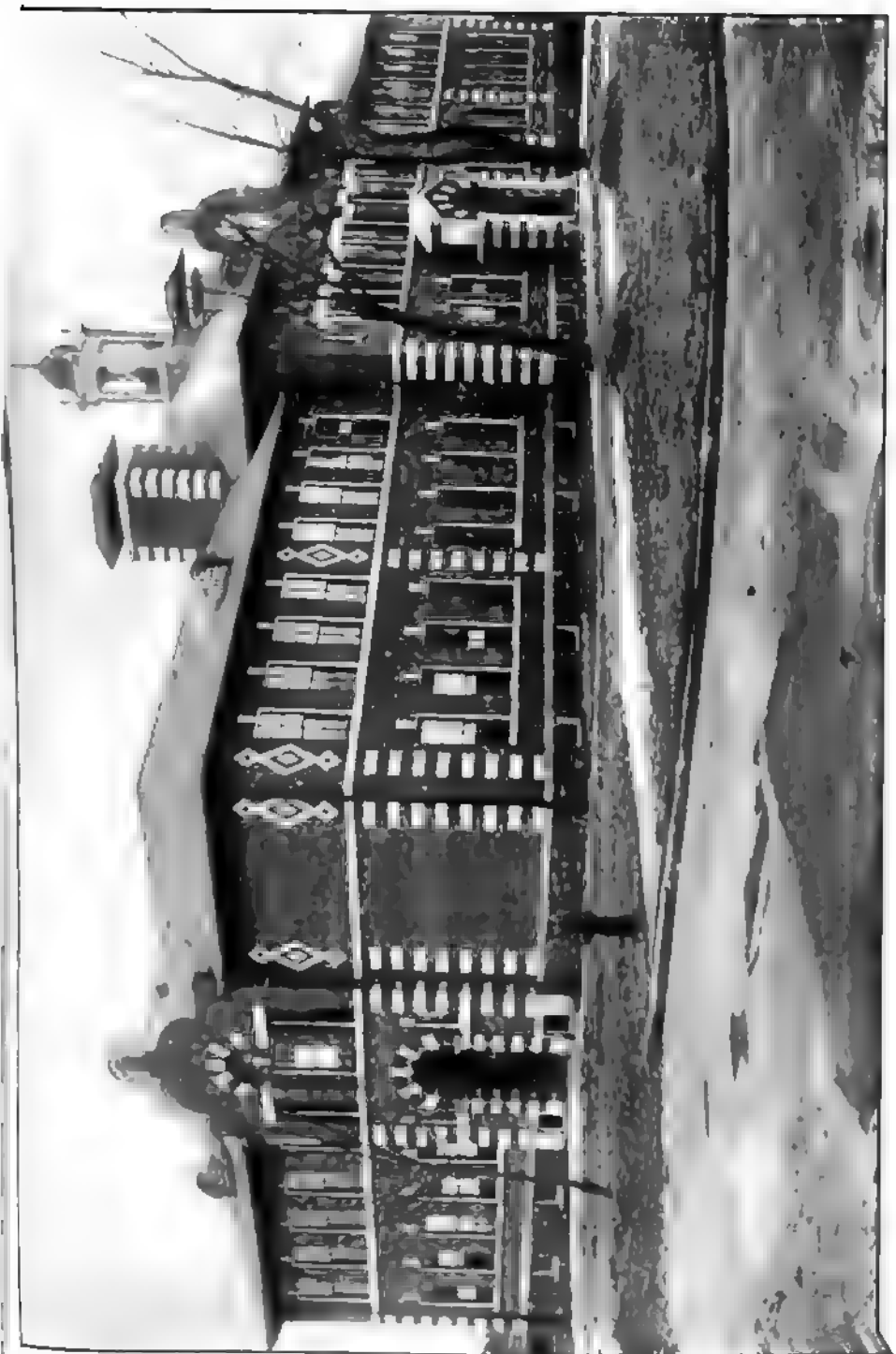
Sec. 2. This act shall take effect September the first, nineteen hundred and five.

Respectfully submitted,

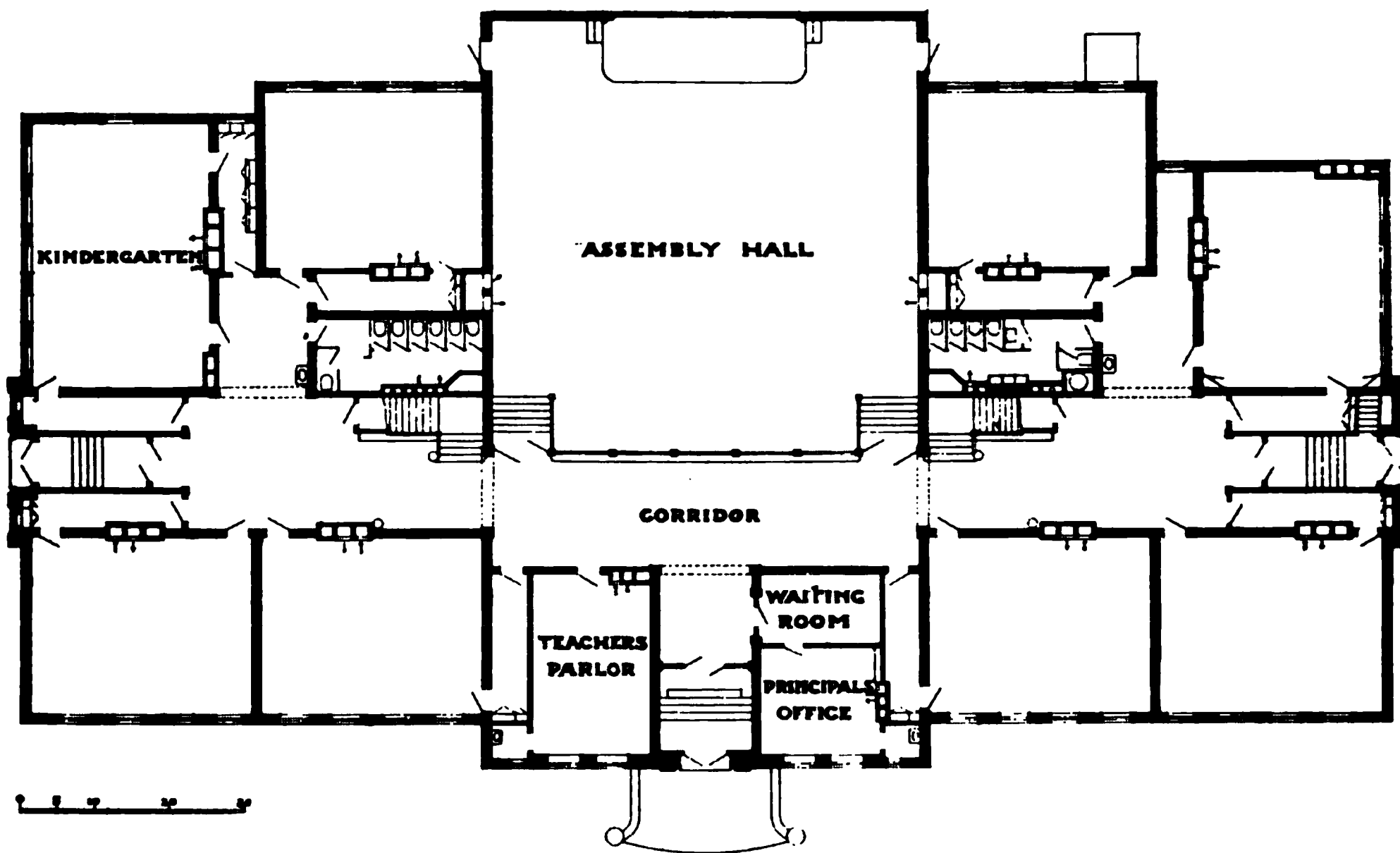
CLARENCE F. CARROLL,

Superintendent of Schools.

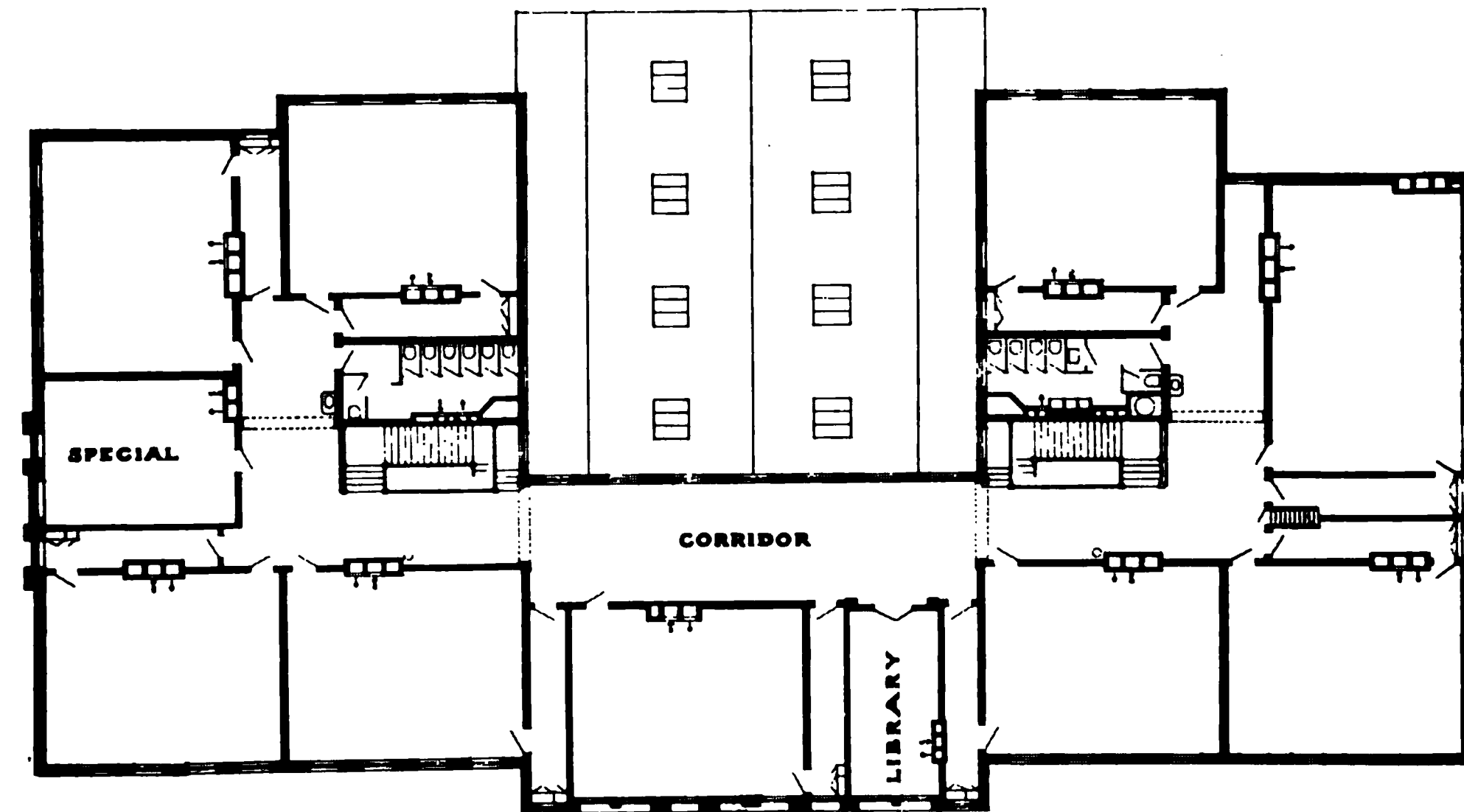
Rochester, N. Y., June, 1905.







FIRST FLOOR PLAN



SECOND FLOOR PLAN

## REPORT OF EAST HIGH SCHOOL.

Albert H. Wilcox, Principal.

Rochester, N. Y., April 22, 1905.

Mr. C. F. Carroll, Superintendent of Schools.

Dear Sir: When my last report was submitted to the Superintendent in January, 1903, we were in the old High School building on Fitzhugh Street, with an annex on Chestnut Street. Half-day sessions for two sets of teachers and pupils were necessary in both buildings. On April 15, 1903, we moved into the new East High School building on Alexander Street. The attendance had increased so rapidly in view of the excellent facilities in prospect that the new building could not even then accommodate all of our pupils and it was necessary to leave a group in the old building and another in the Chestnut Street annex. Since then the number of pupils enrolled has mounted steadily upward until the present year. It has also been necessary recently to resume the half-day sessions at the Fitzhugh Street annex.

This increased enrollment is due not only to larger entering classes, but to the fact that pupils remain for a longer time than formerly. This is especially true of the boys. Four years ago the graduating class contained 30 boys and 64 girls; the class which will graduate in June, 1905, contains about 140 pupils and almost half of them are boys. It should be remembered that under the present plan of semi-annual promotion two classes graduate every year, one in January and one in June.

The new building has proven all that we anticipated. After occupying it for some months we were able to report to the Board that no essential change from this plan was necessary in the new West High School. Pure air and good light, ample space for all branches of work and sufficient time for all valuable features of a school session are among the advantages now enjoyed. The plan of twenty-four small study rooms with forty-two pupils in each room has proven especially satisfactory. It has given each teacher an opportunity to form an acquaintance with a small group of pupils and has brought in part the same advantage which the grammar school teacher enjoys in taking charge of a grade room. The two gymnasias under the management of competent instructors have enabled us to give to all pupils in the school some opportunity for exercise and relaxation from school room tension, as well as to give intelligent and expert treatment of a cura-

tive or preventive nature where it might be needed. We do not aim to make athletes, but to keep our boys and girls in normal health ; and if they are not in such condition, to help them where possible. The lunch room has vindicated itself in the economy of our school life. We have not found it necessary to keep hungry pupils at their tasks and then send them home at an hour not suited for a noon meal. Under Mrs. Hotchkin's efficient management the pupils have been furnished with nourishing food, well cooked, served in cleanly fashion and eaten in an attractive room. I wish to emphasize the wisdom of keeping the lunch room under the immediate control of the Board of Education.

Over 2,000 pupils have been registered in the school since September, 1904; they are grouped as follows:

First year.....	770
Second year.....	591
Third year.....	403
Fourth year.....	279
	<hr/>
	2043
Unclassified .....	40
	<hr/>
	2083

It is to be hoped that the opening of the new West High School will not only relieve the pressure on this building and the two annexes. but afford an opportunity for the introduction of certain commercial and manual training subjects which we have not been able to offer as yet. The following table will give some idea of the trend among the elective subjects in the present course of study. We require all pupils to take English throughout their course, elementary mathematics in the first and second years, and physiology in the first year according to the state requirement.

Number of pupils choosing elective subjects:

	Girls.	Boys.
Latin .....	703	506
Greek .....	60	71
German .....	479	293
French .....	121	27
English history .....	345	297
Greek history .....	138	112
Roman history .....	115	97
Advanced U. S. history .....	21	15

Zoology .....	95	148
Botany .....	119	42
Chemistry .....	92	69
Physics .....	68	46
Advanced mathematics .....	36	5

As soon as the new building was in process of construction a committee of the faculty was appointed to devise some definite and harmonious plan for the decoration of our building. Acting in connection with the regular committee appointed by the Board of Education to supervise all school decoration and aided by the alumni of the school and many public-spirited citizens, some very satisfactory results have been secured. The following contributions deserve special mention and will serve to indicate the plan that is being followed:

A statue of Minerva, heroic size, in the Assembly Hall, presented by the proceeds of the Latin Play in June, 1903.

A statue of Apollo of the Lyre, heroic size, in the Assembly Hall, presented by the Senior Class, June, 1903.

Statue of Venus of Milo, heroic size, in the Corridor, presented by Mr. and Mrs. Joseph T. Alling, 1903.

A statue of Discobolus, heroic size, in the Corridor, presented by the Gamma Sigma Fraternity, 1904.

A statue of Winged Victory, heroic size, in the Corridor, presented by the Arethusa Society, 1904.

A series of Robert Burns' pictures in Room 27, presented by the Kappa Epsilon Society, 1904.

Busts of Homer, Shakespeare, Emerson and Longfellow, with brackets and pedestals, purchased with the subscriptions of Miss Andrews, Mrs. L. L. Williams, Mr. W. A. Hubbard and Mr. Horace McGuire.

Large carbon photograph of Guido Reni's "Aurora," girls' stair-case, a gift of the pupils of the East Annex.

A large picture of the Cathedral of York, and one of the Cathedral of Rheims, in boys' stair-case, presented by class of June, 1904.

A large picture of Santa Barbara, girls' stair-case, a gift from class of 1884.

A statue of Diana and Stag, heroic size, in the Corridor, presented by class of January, 1905.

A picture of the Roman Forum, presented by Cicero pupils of June, 1902. The study and recitation rooms contain many valuable pictures

and plaster casts, some the gifts of friends, but mostly procure through the efforts of the rooms, and all forming part of the scheme of decoration.

In conclusion, permit me to express appreciation of the active interest in our work shown by yourself and the Board in so many ways.

Yours respectfully,

ALBERT H. WILCOX.

## ROCHESTER NORMAL SCHOOL.

Rochester, N. Y., March 27, 1905.

Mr. C. F. Carroll, Superintendent of Schools.

Dear Sir: It is with a sense of pleasure that, during the past year, I have worked in the Normal Training School and helped carry on the institution that had already been successfully established by my predecessor, Mr. R. A. Searing.

The Theory Department of our school has been characterized by good health, good work and good cheer. Rapid adaptation to conditions, hearty co-operation and right royal regard for the institution, has been the attitude of the student body. As an outgrowth of this a Glee Club has been established, a school paper is on its way to rapid materialization, and enthusiastic basketball teams have been organized. The student body numbers forty, eighteen of whom are Seniors.

In order that the school might better fulfill its purpose—that of training teachers for the schools of our city—a mid-year class was organized in February. It is thought to continue this class until, at least, the supply shall better meet the demand for teachers.

Two courses are open to the students:—a Normal course, at the completion of which students are fitted for positions in the grades, and a Kindergarten course. Both courses are two years in length. In order that Normal students may better get the Kindergarten point of view and that the Kindergarten may see the relation of the grade work to her own, the work of all students during the first semester is identical. After the first semester courses are elective.

FIRST YEAR		SECOND YEAR	
FIRST SEMESTER	SECOND SEMESTER	FIRST SEMESTER	SECOND SEMESTER
Psychology.....3 History.....2 Reading and Language.....5 Academic Review .....2 Literature.....3 Kindergarten Theory.....5 Music .....2 Story .....1 Games.....1 Sewing.....1 Gymnasium.....3 Manual Training.....2	Psychology.....2 Arithmetic Methods.....2 Drawing.....5 Gymnasium.....3 School Management.....2 Music.....2 History of Education.....3 Geography Methods.....3 Manual Training.....2	Drawing.....5 Nature Study.....5 Music.....2 Gymnasium.....3 Manual Training.....2 Sewing.....1	Teaching in Model School Kindergarten Theory.....5
Psychology.....3 Primary Methods.....5 Literature .....3 Music.....2 Kindergarten Theory.....5 Story and Games.....2 Gymnasium.....3 Manual Training.....2	Psychology.....2 Kindergarten Theory.....6 Drawing.....5 Gymnasium.....3 School Management .....2 Music.....2 History of Education.....3 Sewing.....1 Games.....1 Nature Study..... } 5 Physiology.....	Teaching in Model School Kindergarten Theory.....5	Teaching in Model School Kindergarten Theory.....5

Throughout the building many improvements have been made, adding to our comfort and pleasure. The library which was strictly professional, has received a most welcome addition of 2,500 volumes from the Central Library, making our total number of books 3,200. These books put within our reach a good working library in literature and science. A generous supply of current and professional magazines makes the library a source of pleasure as well as profit to the Theory Department and the Instructors of the Model School.

Our gymnasium, though small, is well equipped. It has good light, and ventilation is excellent. The dressing room is inadequate and shower baths are lacking. Students who enter from the High School feel keenly this need. It is hoped that some arrangement may be made by which baths and suitable dressing rooms may soon be added. The aim of the Physical Training Department has been, not only to provide opportunity for promotion of health through exercise, to give instruction in personal hygiene, and to make students somewhat familiar with the history and present status of physical training, but also to make application of the modern methods in teaching gymnastics and games. It is very gratifying to learn that in many of the schools graduates from this institution have been efficient in promoting the physical work. The gymnasium as a social factor deserves hearty mention. Through it the students are drawn together, and it affords a means of recreation so necessary when individuals are to give their best effort to a serious work.

In the Science Department added equipment has given an impetus to individual investigation. This has been a long felt need in indoor Nature Study and Physiology. While we are not planning a department for elaborate original research, we are encouraging students to be dissatisfied with the book and to be satisfied with nothing less than the seeing with their own eyes and experimenting with their own hands. Thus we hope to vitalize the teaching of Nature Study and Physiology.

The departments of Singing, Drawing, Manual Training and Pedagogy are laying well the needed bases for practical work. Never before has the Model School been used so extensively for laboratory work. In fact it has come to regard itself as an integral part of the Theory Department.

The Model School, both in Kindergarten and grades, is becoming more worthy of its name. Under the supervision of Critic Teachers, six grades have been taught throughout the year by student teachers. There are four student teachers assisting in the kindergarten. The hearty way in which the students take up the work with the classes de-



serves highest commendation. Seldom does it occur that a student has to be urged to greater effort.

Finally, I would call your attention to the corps of instructors who have made possible the continuance of the organization of our school. Though at first many were strangers to one another and to me, there has been that earnestness of purpose and co-operative action that, in time, makes all things possible.

Further, I would thank the Board of Education for the unlimited confidence they, as individuals, have placed in our work, and to Miss Harris and to yourself for your sympathetic and timely aid and suggestion.

Respectfully submitted,

EDITH A. SCOTT,

Principal of Normal Training School.

## REPORT OF SUPERVISOR, KINDERGARTEN AND PRIMARY SCHOOLS,

Mr. C. F. Carroll, Superintendent of Schools.

Dear Sir: It gives me pleasure to submit to you the following report of the work done in our schools:

The progress since my last report, two years ago, has been marked. This is largely due to the earnest and progressive work of the teachers, who have spared no effort to accomplish the best possible results. An atmosphere of joy, sympathy, interest and business pervades nearly every class-room. There has been an earnest endeavor to bring about a closer relationship between grades and subjects. Much has been accomplished; still I realize a great amount remains to be done, in order to attain anything approaching our ideals.

With the kindergarten in every school as a basis for our work, the tendency is more and more to live and work with the children, and instead of simply furnishing them a store of knowledge—to develop the forces within them, to give them power to think and to do, and to teach them **HOW TO LIVE**. Right living is the end of education. Power to think, power to do, the development of strength and beauty of character, are the most desirable results our schools can produce; all true education centers in the individual, and develops that personal force and power which best fits him for successful living, and individual usefulness in life.

It is the business of the school to give the child as full a life as possible, since the life of today determines largely the life of tomorrow. The child must be led not merely to know things, but to know his relation to the social world. He must continuously, during the period of his education, be led into the belief that all he has and is, is for altruistic use.

### KINDERGARTEN.

The aim and atmosphere of the kindergarten and modern school have much in common. In both the children are active, busy participants in the work that is going on.

In the kindergarten we should find no formalism, no dwelling on dry facts, no set formulas; the threefold nature of the child, physical,

intellectual and spiritual, has full scope for healthy, natural, unrestricted development and expression.

All the teachers of the kindergarten have been organized into study groups. To each of these a definite theme of study in connection with some phase of kindergarten work has been assigned. These groups have met separately for discussion and study under the direction of a leader, appointed from their own number. At stated intervals they have presented the results of their studies before the whole body of kindergartners.

Special attention has been given in these groups to stories, nature study, and program making. We have also given attention to sense perception, ball playing, sand and clay modeling, building and dictation exercises in connection with the gifts, to greater economy in the utilization of odds and ends of material, and to developing the possibilities of outside materials. In a large system like our public schools the amount of kindergarten material which can be furnished by the Board is necessarily limited, and much has been accomplished by the ingenuity of the teachers in discovering possibilities of great usefulness in material that may be added to the resources of the schools without expense. In some cases I find that the most valuable work of the year has been accomplished through the utilization of this material immediately connected with the child's home life.

In our kindergartens freedom in philosophical experiment is encouraged—each one studying for a deeper insight into the basis philosophy of the kindergarten, realizing there is no special virtue in the use of the particular gifts and occupations as such.

We stand for wise modifications in the use of Froebelian material for freedom in thought and action, carefully studying the needs of the various classes of children.

This does not signify the advocating of unrestrained lawlessness. Far from it. Expression is the inspiring principle of Froebel's spirit in education—full, free, unhampered expression of the whole being. The wise kindergarten teacher insists upon the child's obedience to whatever law is necessary to the harmonious life of the whole.

We were greatly honored in April, 1904, in having the International Kindergarten Union meet in our city. The many weeks of planning and preparation previous to the coming of this body brought our kindergartners together with closer bonds of unity and good will than ever before. The influence which came to us by coming in contact with these notable women and by listening to the wisdom which fell from their lips as the result of years of wide experience cannot be measured.

Our Christmas and Thanksgiving exercises were, it seems to me, the most satisfactory we have ever held. At Thanksgiving the children's thought was centered on the bounty and fruitfulness of harvest rather than on the historical associations of the day. To develop the "thank you" spirit in the heart of the child was the aim of the programs so successfully planned and carried out by the teachers.

At Christmas the central thought was "loving and giving." The Christmas trees were supplied by the Board of Education, and the decorating and filling of the tree was entirely the work of the children. The presents were very simple, the children's own work, bearing the marks of imperfection and naivete that belongs to all real child's work. The beauty and variety developed by the use of inexpensive materials were indeed remarkable. No two kindergarten Christmas trees were alike. Yet all were attractive, and a real education to both children and parents, in showing what attractive gifts could be made by little fingers out of the simplest and most inexpensive materials. Wood, spools, cigar boxes, raffia, cardboard, wall paper, tiny pictures, bits of bright wool and colored cloth, and a dozen other things were utilized to make into presents for father and mother. Parents were invited to see the Christmas tree and hear the children's exercises in honor of the day.

We have tried whenever it was possible to emphasize the value of occasional lessons out-of-doors. The vital necessity of children gaining knowledge and experience from the study of things at first hand is obvious. I shall hope the coming year to be able to overcome some of the obstacles that have made such out-of-door lessons difficult to arrange in some schools.

Visiting in the homes of the children has also received and deserves emphasis. The teacher who becomes familiar with the children's home life, knows better the possibilities and limitations of her pupils and can more sympathetically and efficiently direct their work.

We have had constructed this year the fifth and sixth gift enlarged to the scale of a cube 5 x 5 , and placed a set in each kindergarten for free co-operative building. These have demonstrated afresh the value of larger material. Our carpenter's benches, with saw, hammer and nails, have been much enjoyed by the children, and their free constructive work in the building of play-houses, tables and chairs for furniture has been a surprise to the most sanguine of the teachers.

#### PROGRAMS.

During this past year much attention has been given to the making

of the daily programs in the different grades. There has been no attempt and no desire to secure uniform programs, and while the teachers have been left free to develop the arrangement of program best suited to their individual grades, at the same time the planning of a program so as to use the time to the best advantage and with the least strain upon teacher and pupil is a difficult undertaking. With a view to helping the teachers in planning out individual programs, I have prepared for each grade a suggestive outline.

In making these outlines care was taken to give each subject its proper proportion of time, to place the more difficult branches in the periods of greatest freshness and vigor on the part of the pupil, and to so arrange physical exercises and subjects involving hand work as to afford relaxation and rest. The suggestive outlines of grade programs as prepared and presented in the institutes are appended under suggestive circulars.

### SENSE TRAINING.

The importance of sense training as lying at the basis of efficient intellectual work has been duly emphasized. Many children fail in their studies because of poorly developed, or defective sense perception. To cultivate sharpness of sight and hearing, delicacy of touch, accuracy of perception, quickness of motion, alertness of mind, a number of simple games and exercises have been proved by experience to be most effective. A somewhat extended list of such games and exercises has been prepared from which teachers may select such as prove helpful to their pupils. Wonderful improvement in capacity to see and to think has been reported from the frequent use of such exercises. In preparing the outline I aimed to make it broadly suggestive.

### INSTITUTES.

In accordance with the provisions of the state law which allows to each teacher five days of institute work during the school year, there has been developed a system of teachers' institutes that has proved exceedingly valuable. An institute has been held on Friday of each week with morning and afternoon sessions. We have held each year thirty institutes, thus bringing together the teachers of each grade three times during the year.

Teachers' meetings after school should be reduced to the minimum. In thus devoting three days of regular school time to the institute the number of grade meetings that would have otherwise been essential has materially been reduced. The coming together of the teachers of any grade for the day when they are fresh and rested develops a spirit

of interest, open-mindedness, sympathy, co-operation and sociability on the part of all, which cannot be attained through the grade meeting after the fatigue of a day's work.

It has been my aim in all of these institutes, so far as I have planned them, to bring to our teachers good cheer through helpful suggestions and inspiration. Ways and means for the development of the course of study for the particular grade have been considered and discussed. In many instances suggestive outlines for the illumination of a subject have been given. Specimens of class work from various schools have been displayed for study, suggestion and comparison.

In this connection I desire to thank the teachers who have contributed so largely to the success of our institutes by the skillful conducting of class exercises. This feature of the work has been full of suggestion and inspiration. We have had from time to time class exercises in all of the branches of the school curriculum and have aimed to make the conditions surrounding such exercises as nearly those of the school room as possible.

#### GROUPING SYSTEM.

During the past two years I have endeavored to still further perfect and make effective the grouping system, for I am convinced that it is one of the most important factors in efficient school organization.

The pupils in all the primary grades are divided into two or three groups for the purpose of study and recitation. These groups are organized so as to bring each child where he can do his best work, neither discouraged by those too far in advance nor made listless by tasks too easy to call forth his best effort. By the proper grouping of her pupils the teacher finds the problems of discipline and good order reduced to the minimum, for each pupil in the grade is actively employed.

While one group of a dozen or more are reading to the teacher, another is busy at the desks preparing an arithmetic lesson, and still a third is at the board having written work. Or in a younger grade one group is doing constructive work assigned by the teacher at the sand table or brush work at the occupation table, and another is writing at the board what has been gained from a previous reading lesson, while the teacher is free to give individual attention to the absorbed little group of learners who are reading.

We are finding that this same plan of group work with modifications suited to more advanced pupils is just as valuable in the upper grades and does much to solve the problem of securing good attention, and of reaching the individual child. More than all, the pupil is encouraged to depend upon himself, to work independently and to think

about what he does. Incidentally, we have found that the grouping system has to a great extent made unnecessary home preparation of lessons. Instead of a whole grade consuming forty-five minutes in recitation, each group has thirty minutes for study and fifteen for recitation.

Some pupils need the test of the recitation period and the exacting comparison with a standard,—this more in some branches than in others. But the really vital exercise to the child is when he handles by himself some assigned task. The study, or work, or occupation period is the important one. The way in which a teacher manages these occasions for personal effort on the part of her pupils is the test of her teaching efficiency.

I believe all have come to recognize that the grouping system and the more careful grading of our pupils has materially raised the standard of scholarship. Unless each child is placed so that his time may be spent in doing work which demands supreme effort on his part—earnest, vigorous attention, utmost endeavor—the tendency is toward indifference, carelessness, droning, dullness. Our teachers are continually making greater effort to know the individual child and to place him where he belongs; they recognize that unless the needs of all children are studied, injustice is done to many. The child, as the known factor, should be the basis of all our work.

#### READING.

That the acquisition of the power to read intelligently without conscious effort is of the highest importance to the child in the early stages of his school life is conceded. The power to read intelligently is the essential tool in all subsequent efforts to explore the mine of knowledge.

The growth in the power to read has so steadily increased that with few exceptions the work is up to grade. Not only are the children reading more intelligently and fluently but they are able to do much more reading in a given time. The ability to take the thought from the printed page more easily and rapidly has been the result of continued work with the sentence as a unit and also continued practice in rapid silent reading. Greater effort needs to be put upon distinct enunciation. In this respect we are still deficient. A real love for good literature is being created by placing in the hands of the children the many excellent supplementary books.

There is little value in re-reading one school reader several times. Power in ability to read comes in the thoughtful reading of many books. Every exercise of the school should offer occasion for the child

to put forth effort; effort that will result in acquired knowledge and skill. That this result may be attained,—the gaining of knowledge and skill in reading—we urge the necessity of reading many books.

### LITERATURE.

Children have an innate love for the story and poetry. The first manifestation of this is shown in the nursery, where "Mother Goose" and similar collections of nursery songs furnish "remedial treatment sufficient for the healing of most of the sorrows of babyhood."

Fairy tales and folk-stories, fanciful tales and wonder books follow in order and furnish an abundance of literature for the primary grades. In this literature the child's fancy finds free range. He pictures his world with images of beautiful spirits whom he has learned to love, or with evil spirits from whom he shrinks. As the child advances in years he finds their illustrations in real life and it is then the lessons of childhood become the foundations of the wisdom of maturer years.

Our list of poems and stories is sufficiently long and so well selected that teachers are able to select with greatest freedom those which are particularly adapted to the needs of their pupils. The interest and the results attained in this work show marked growth. The reciting of the poem memorized, and the reproduction of the story which has been read, the conversations and discussions of the matters of interest connected with the story, the illustrating and dramatizing of the same, forms definite mental pictures, also helps the children in their use of English. It is by reading and hearing good English and by careful practice that we come to use it well. In selecting the best literature for the children the teacher should feel that "she is selecting and hanging pictures for all time, and the children's minds are the art rooms which she is furnishing."

### GRADE LIBRARIES.

In accordance with the directions of the Board, I have devoted much time this year to the preparation of lists of books suited to grade libraries. It was decided to begin with the fourth grade and place a collection of forty books for home reading in each fourth grade room in the city. In each collection are groups of books covering nature study, fairy stories, stories from history and biography, of travel and adventure, fiction and verse. In making out these lists we have consulted the Pittsburg, Buffalo, Boston, New York and other grade library lists, and to them have added such books as seemed most valuable. It has been the aim to so vary the libraries sent to different



schools that they might be interchanged. It is possible by these exchanges of library groups to use the books for a much longer period than would have been possible if the groups were duplicated. The list of books selected for fourth grade libraries is as follows:

## NATURE.

Eyes and No Eyes	Aiken	D. C. Heath & Co.
Stories of My Four Friends	Andrews, J.	Ginn & Co.
Uncle Sam's Secrets	Austin, O. P.	D. Appleton & Co.
Look About Club	Bamford, M. E.	Lothrop Publishing Co.
My Land and Water Friends	Bamford, M. E.	Lothrop Publishing Co.
Tools and Machines	Barnard, C.	Silver, Burdett & Co.
In Brook and Bayou	Bayliss	D. Appleton & Co.
Victor in Buzzland	Bell, A. F.	Flanagan Publishing Co.
Orchard Land	Chambers	Harper Bros.
Out-door Land	Chambers	Harper Bros.
Bird Studies with a Camera	Chapman	D. Appleton & Co.
Strange Adventures of Billy Trill	Cheever, H. A.	Dana, Estes & Co.
Wings and Stings	Darelton, A. M.	Rand, McNally Co.
Moths and Butterflies	Dickerson	Dodd, Mead & Co.
Chapters on Animals	Hamerton	D. C. Heath & Co.
Sea Stories for Wonder Eyes	Hardy, Mrs. A. S.	Ginn & Co.
Book of Nature Myths	Holbrook	Houghton, Mifflin Co.
Story of the Great Astronomers	Holden	D. Appleton & Co.
Cat Tales and Other Tales	Howliston, M. H. L.	Flanagan Publishing Co.
True Tales of Birds and Beasts (Home and School Classics)	Jordan	D. C. Heath & Co.
Leaves from Nature's Story Book	Kelly, Mrs. M. A. B.	Educational Pub. Co.
Short Stories of Our Shy Neighbors	Kelly, Mrs. M. A. B.	American Book Co.
Ways of Wood Folk	Long	Ginn & Co.
Wilderness Ways	Long	Ginn & Co.
Wood Folk at School	Long	Ginn & Co.
Little Folks in Feather and Fur, etc.	Miller, O. T.	E. P. Dutton & Co.
Little Mitchell	Morley, M. W.	L. C. Page & Co.
Buz; or the Life and Adventures of a Honey Bee.	Maurice Noel	Henry Holt & Co.
On the Farm	Parker, F. W. & Helen N.	D. Appleton & Co.
Play Time and Seed Time	Parker, F. W. & Helen N.	D. Appleton & Co.
Uncle Robert's Visit	Parker, F. W. & Helen N.	D. Appleton & Co.
Pussy Meow	Patteson, S. L.	Geo. W. Jacobs & Co.
Spinner Family	Patterson, A. J.	A. C. McClurg & Co.
Dickey Downey	Patterson, V. S.	A. J. Rowland Co.
Among the Farmyard People	Pierson, C. D.	E. P. Dutton & Co.
Among the Forest People	Pierson, C. D.	E. P. Dutton & Co.
Among the Meadow People	Pierson, C. D.	E. P. Dutton & Co.
Among the Night People	Pierson, C. D.	E. P. Dutton & Co.
Among the Pond People	Pierson, C. D.	E. P. Dutton & Co.
Dooryard Stories	Pierson, C. D.	E. P. Dutton & Co.
Stories of Starland	Proctor	Silver, Burdett & Co.

Stories of Humble Friends	Pyle, H.	American Book Co.
Haunter of the Pine Gloom	Roberts, C. G. D.	L. C. Page & Co.
King of the Mamozekel	Roberts, C. G. D.	L. C. Page & Co.
Lord of the Air	Roberts, C. G. D.	L. C. Page & Co.
Watchers of the Camp Fire	Roberts, C. G. D.	L. C. Page & Co.
Lobo, Rag and Vixen	Seton, E. T.	Chas. Scribner's Sons
Earth and Sky (2 parts)	Stickney, J.	Ginn & Co.
Bird Life Stories	Weed, C. M.	Rand, McNally Co.
Natural History	Wood, J. G.	Globe School Book Co.
Four-footed Americans	Wright, M. O.	The MacMillan Co.
Little Lucy's Wonderful Globe	Yonge, C. M.	The MacMillan Co.

## FICTION.

Cruise of the Albatross	Allen, G.	Lothrop, Lee & Shepard Co.
Each and All	Andrews, J.	Ginn & Co.
Story of the Golden Age	Baldwin	Chas. Scribner's Sons
Little Dick's Christmas	Barry, E. B.	Dana, Estes & Co.
Sleepy Time Stories	Booth, M. B.	A. P. Putnam Sons
Rab and His Friends	Brown, Dr. J.	Rand, McNally Co.
Granny's Wonderful Chair	Browne, F.	McClure, Phillips & Co.
Pilgrim's Progress	Bunyan	F. H. Revell & Co.
True to His Home	Butterworth	D. Appleton & Co.
Story Without an End (Home and School Classics)	Carove, F. W.	D. C. Heath & Co.
River Land	Chambers, R. W.	Harper Bros.
Children's Shakespeare		H. Altemus & Co.
Will Shakespeare's Little Lad	Clark, I.	Chas. Scribner's Sons
Down the Snow Stairs	Corkran	A. L. Burt Co.
So Fat and Mew Mew (Home and School Classics)	Craik, G. M.	D. C. Heath & Co.
Boy General	Custer & Burt	Chas. Scribner's Sons
Cricket on the Hearth	Dickens	Globe School Book Co.
Old Curiosity Shop	Dickens	Globe School Book Co.
Crib and Fly (H. & S. Classics)	Dole, C. F.	D. C. Heath & Co.
Little Girl in Old New York	Douglas, A. M.	Dodd, Mead & Co.
Little Girl in Old Philadelphia	Douglas, A. M.	Dodd, Mead & Co.
Waste Not, Want Not (H. & S. C.)	Edgeworth	D. C. Heath & Co.
Hoosier School Boy	Eggleston	Chas. Scribner's Sons
Jackanapes Jan of the Wind Mill	Ewing	A. L. Burt Co.
Lucy and Their Majesties	Farjeon	Century Publishing Co.
Mooswa	Fraser	Chas. Scribner's Sons
Rolf and the King's Bow	French	Little, Brown & Co.
Autobiography of a Town Boy	Gilder	Doubleday, Page & Co.
Queen's Story Book	Gomme	Longmans, Green & Co.
Handy Man Afloat and Ashore	Goodenough	Small, Maynard & Co.
Pickett's Gap	Green	The MacMillan Co.
Half Hundred Stories		Milton, Bradley Co.
Hall of Shells	Hardy	D. Appleton & Co.
When Grandma Was New	Harland	Lothrop Publishing Co.
Things Will Take a Turn	Harraden	H. Altemus & Co.

By Pike and Dike	Henty	American News Co.
In the Reign of Terror	Henty	American News Co.
With Wolf in Canada	Henty	American News Co.
Hand Book	Howells	Chas. Scribner's Sons
Boy's Town	Howells	Harper Bros.
Tom Brown	Hughes, T.	T. Y. Crowell & Co.
Sir Bevis	Jeffries, R.	Ginn & Co.
His Majesty the King	Kipling, R.	Dana, Estes & Co.
Household Stories	Klingensmith	A. Flanagan Co.
Tales from Shakespeare	Lamb	Globe School Book Co.
Princess and Curdie	MacDonald	A. L. Burt Co.
Crofton Boys (H. & S. Classics)	Martineau, H.	D. C. Heath & Co.
Olivia	Molesworth	J. B. Lippincott Co.
Meg Langholme	Monroe	J. B. Lippincott Co.
Under the Great Bear	Monroe	Doubleday, Page & Co.
Little Jim Crow	Morris	Century Publishing Co.
Story of Akimakoo	Muller, M.	A. Flanagan Co.
Little Lame Prince (H. & S. Classics)	Mulock, D. M.	D. C. Heath & Co.
Crusoe's Island	Ober	D. Appleton & Co.
Old World Wonder Stories (H. & S. C.)	O'Shea	D. C. Heath & Co.
Bimbi	Ouida pseud.	Ginn & Co.
Dog of Flanders	Ouida pseud.	Ginn & Co.
Making of a Hero	Paull, Mrs. G. A.	F. H. Revell & Co.
Prince Dimple and His Every Day Doings	Paull, Mrs. G. A.	F. H. Revell & Co.
Adventures of Mabel	Peck	Dodd, Mead & Co.
Gypsy Breynton	Phelps, E. S.	Dodd, Mead & Co.
Human Boy	Philpotts	Harper Bros.
Brave Coward	Plympton	Little, Brown & Co.
Two Dogs and a Donkey	Plympton	Little, Brown & Co.
Pepper and Salt	Pyle, Howard	Harper Bros.
Garden Behind the Moon	Pyle, Howard	Chas. Scribner's Sons
Twilight Land	Pyle, Howard	Harper Bros.
Wonder Clock	Pyle, Howard	Harper Bros.
Golden Windows	Richards, L. E.	Little, Brown & Co.
Merry Weathers	Richards, L. E.	Dana, Estes & Co.
Robin Hood		Globe School Book Co.
Little Daughter of the Revolution	Sage, A. C.	F. A. Stokes & Co.
Sophie	Segur	D. C. Heath & Co.
Tilda Jane	Saunders	L. C. Page & Co.
Story of a Donkey	Saunders	L. C. Page & Co.
Black Beauty	Sewell	Globe School Book Co.
Castle Blair	Shaw	D. C. Heath & Co.
Heidi	Spyri, Mme. J.	Ginn & Co.
Treasure Island	Stevenson, R. L.	Globe School Book Co.
Bee Man of Orn	Stockton	Chas. Scribner's Sons
Fanciful Tales	Stockton	Chas. Scribner's Sons
Little Pussy Willow	Stowe, H. B.	Houghton, Mifflin & Co.
Gulliver's Travels	Swift, J.	D. C. Heath & Co.
Robins	Trimmer	Globe School Book Co.
Lottery Ticket	Trowbridge, J. T.	Lothrop, Lee & Shepard Co.

Two Biddicut Boys	Trowbridge, J. T.	Century Publishing Co.
Wee Dorothy	Updegraff	L. C. Page & Co.
Goody Two Shoes	Welch	D. C. Heath & Co.
Story Hour	Wiggin & Smith	Houghton, Mifflin Co.
Magic Forest	White, S. E.	The MacMillan Co.
Outlook Story Book	Winnington	The MacMillan Co.

## FAIRY TALES AND POETRY.

Fables	Aesop	Ginn & Co.
Fairy Tales (H. & S. Classics)	Andersen	D. C. Heath & Co.
Fairy Tales from	Arabian Nights	Globe School Book Co.
Basket Woman	Austin, Mrs. M. H.	Houghton, Mifflin Co.
Pedlar's Pack	Baldwin	J. B. Lippincott Co.
Horse Fair	Baldwin	Century Publishing Co.
Games Without Music	Bates	Longmans, Green Co.
Wonderful Wizard of Oz	Baum	Bobbs, Merrill Co.
Fairy Tales Plays	Bell, Mrs. H.	Longmans, Green Co.
Story of the Fairy Queen	Brooks	Penn Publishing Co.
Flower Princess	Brown, A. F.	Houghton, Mifflin Co.
Eugene Field Book	Burt & Howells eds.	Chas. Scribner's Sons
Alice's Adventures in Wonderland	Carroll	Globe School Book Co.
Through the Looking Glass	Carroll	Globe School Book Co.
Katooticut	Carter	Harper Bros.
Canterbury Pilgrim	Chaucer	F. A. Stokes & Co.
Adventures of Pinnochio	Collodi	Ginn & Co.
Brownies	Cox	Century Publishing Co.
Adventures of a Brownie (H. & S. Classics)	Craik	D. C. Heath & Co.
Miss Muffet's Xmas Party	Crothers	Houghton, Mifflin Co.
Fairy Tales	Cruikshank	G. P. Putnam's Sons
Rhymes and Jingles	Dodge	Chas. Scribner's Sons
Fairy Stories	Donegal	McClure, Phillips & Co.
Fairy Tales	Dumas	F. A. Stokes & Co.
Court of King Arthur	Frost	Chas. Scribner's Sons
Santa Claus on a Lark	Gladden, W.	Century Publishing Co.
Fairy Tales (H. & S. Classics)	Grimm	D. C. Heath & Co.
Tales from Munchausen	Hale, E. E.	D. C. Heath & Co.
Topsy-turvy Tales	Hamer, S. H.	Cassell & Co.
Old-fashioned Fairy Book	Harrison	Chas. Scribner's Sons
Stories of the Good Green Wood	Hawkes	T. Y. Crowell & Co.
Tanglewood Tales	Hawthorne	Houghton, Mifflin Co.
Mopsa, the Fairy	Ingelow	T. Y. Crowell & Co.
Three Fairy Tales	Ingelow	D. C. Heath & Co.
Rip Van Winkle (Manhattan Lib.)	Irving	Globe School Book Co.
Cat Stories	Jackson, Mrs. H. H.	Little, Brown Co.
English Fairy Tales	Jacobs	A. P. Putnam's Sons
More English Fairy Tales	Jacobs	A. P. Putnam's Sons
More Celtic Fairy Tales	Jacobs	A. P. Putnam's Sons
Bunny Stories	Jewett	F. A. Stokes & Co.
Little Almond Blossom	Knox	Little, Brown Co.
Blue Fairy Book	Lang, Andrew	Longmans, Green & Co.

Brown Fairy Book	Lang, Andrew	Longmans, Green & Co.
Crimson Fairy Book	Lang, Andrew	Longmans, Green & Co.
Gray Fairy Book	Lang, Andrew	Longmans, Green & Co.
History of Whittington	Lang, Andrew	Longmans, Green & Co.
Little Red Riding Hood	Lang, Andrew	Longmans, Green & Co.
Pink Fairy Book	Lang, Andrew	Longmans, Green & Co.
Prince Darling	Lang, Andrew	Longmans, Green & Co.
Princess on the Glass Hill	Lang, Andrew	Longmans, Green & Co.
Red Fairy Book	Lang, Andrew	Longmans, Green & Co.
Violet Fairy Book	Lang, Andrew	Longmans, Green & Co.
Pleasant Street, Smiling Valley	Lee, S. E.	H. M. Caldwell Co.
Evangeline	Longfellow	Houghton, Mifflin Co.
Old Farm Fairies	MacCook	A. L. Burt Co.
Princess and the Goblin	McDonald	Century Publishing Co.
Prince Little Boy	Mitchell	Century Publishing Co.
Ruby Ring	Molesworth	The MacMillan Co.
Book of Dragoons	Nesbit	Harper Bros.
North American Indian Fairy Tales		J. B. Lippincott Co.
Nursery Tales		Globe School Book Co.
Hollow Tree	Paine, A. B.	Harper Bros.
Fairy Favorites	Perrault & D'Aubray	Little, Brown Co.
Once Upon a Time	Perrault & D'Aubray	Little, Brown Co.
Rag and Velvet Gowns	Plympton	Little, Brown Co.
Three Good Giants	Rabelais	Houghton, Mifflin Co.
Book of Legends	Scudder	Houghton, Mifflin Co.
Child's Garden of Verse	Stevenson	Rand, McNally & Co.
Queer Little People	Stowe	Houghton, Mifflin Co.
Witchery Ways	Wells, A. R.	H. Altamus & Co.
Pearl and the Pumpkin	West, P.	G. W. Dillingham & Co.
Book of Games	White, M.	Chas. Scribner's Sons
Magic Forest	White, S. E.	The Macmillan Co.
Child Life in Prose	Whittier	Houghton, Mifflin Co.
Japanese Fairy Tales Retold	Williston	Rand, McNally Co.
Dream Fox Story	Wright	The MacMillan Co.

## HISTORY.

Tales from Tennyson	Allen, G. C.	Brentano
Old Greek Stories	Baldwin	American Book Co.
Wonder Book of Horses	Baldwin	Century Publishing Co.
Wagner Opera Stories	Barbur	School Publishing Co.
Stories of Pioneer Life	Bass	D. C. Heath & Co.
Hero Stories from American History	Blaisdell	Ginn & Co.
Folk Tales from the Russian	Blumenthal	Rand, McNally & Co.
Son of the Revolution, Godson of Lafayette	Brooks, E. S.	W. A. Wilde Co.
In the Days of Giants (School ed.)	Brown	Houghton, Mifflin Co.
Stories from Plato	Burt	Ginn & Co.
Herakles	Burt & Ragozin	Chas. Scribner's Sons
Story of the Indians in New England	Burton	Silver, Burdett & Co.
Treasure Ship	Butterworth	D. Appleton & Co.
Heroes of the Middle West	Catherwood	Ginn & Co.

Heroes of Chivalry and Romance	Church, A. J.	The MacMillan Co.
Story of the Odyssey	Church	The MacMillan Co.
Story of an Indian Boyhood	Eastman	McClure, Phillips & Co.
First Book of American History	Eggleston	American Book Co.
Stories of Old Greece	Firth	Rand, McNally & Co.
Asgard Stories	Foster	Silver, Burdett & Co.
Boys' Froissart	Froissart	Chas. Scribner's Sons
Glimpses of Pioneer Life	Glentworth	Flanagan Publishing Co.
Greek Myths in English Dress		Globe School Book Co.
Pathfinder of the Revolution	Griffis	W. A. Wilde Co.
Homeric Stories	Hall	American Book Co.
Viking Tales	Hall	Rand, McNally Co.
Stories of Old Rome	Hanson	Thos. Nelson & Sons
Untold Tales of the Past	Harraden	Dodd, Mead & Co.
Tales and Customs of the Ancient Hebrews	Herbst	Flanagan Publishing Co.
Stories from the Hebrew	Heersman	Silver, Burdett & Co.
Classic Myths	Judd, M. C.	Rand, McNally Co.
Wigwam Stories (School ed.)	Judd, M. C.	Ginn & Co.
Heroes of Asgard	Keary, A. & E.	The MacMillan Co.
Knightly Legends of Wales		Chas. Scribner's Sons
Norse Stories	Mabie	Dodd, Mead & Co.
Pioneers on Land and Sea	McMurry, C. A.	The MacMillan Co.
Pioneers of the Mississippi	McMurry, C. A.	The MacMillan Co.
Pioneers of the Rocky Mountains	McMurry, C. A.	The MacMillan Co.
William Tell	McMurry, C. A.	Silver, Burdett & Co.
Pilgrims and Puritans	Moore	Ginn & Co.
American Heroes and Heroism	Mowry, W. A.	Silver, Burdett & Co.
Little People of Japan	Muller	Flanagan Publishing Co.
Little People of the Snow	Muller	Flanagan Publishing Co.
Child of Urbino	Ouida pseud.	J. B. Lippincott Co.
Nurnberg Stove	Ouida pseud.	Flanagan Publishing Co.
Captains of Industry	Parton, J.	Houghton, Mifflin Co.
King Arthur and His Knights	Radford	Rand, McNally & Co.
Ancient Greeks	Shaw	Ginn & Co.
Little Maid of Concord Town	Sidney	Lothrop, Lee & Shepard Co.
Story of the Britons	Skinner	Flanagan Publishing Co.
Iron Star (School ed.)	True	Little, Brown Co.
Stories from American History	Turpin	Maynard, Merrill Co.
Early Days in the Maple Land	Young, K. A.	James Potter & Co.
Old Tales from Greece	Zimmern, A.	Thomas Whittaker

## BIOGRAPHY.

Wonder Stories from Herodotus	Boden	Harper Bros.
True Story of Abraham Lincoln	Brooks, E. S.	Lothrop, Lee & Shepard Co.
Story of Marco Polo	Brooks, N.	Century Publishing Co.
Stories of the Old World	Church	Ginn & Co.
Red Cap Tales	Crockett	The Macmillan Co.
Autobiography	Franklin	Ginn & Co.
Achilles and Hector	Gale	Rand, McNally & Co.

Four Old Greeks	Hall	Rand, McNally & Co.
Life Stories for Young Folks		A. C. McClurg & Co.
Little Royalties	McDougall	F. H. Revell & Co.
Child Stories from the Masters	Menefee	Rand, McNally & Co.
Child of Urbino	Ouida pseud.	Educational Publishing Co.
Lincoln in Story	Pratt	D. Appleton & Co.

## GEOGRAPHY AND TRAVEL.

Candy Country	Alcott, L. M.	Little, Brown Co.
Christmas Dream	Alcott, L. M.	Little, Brown Co.
Doll's Journey	Alcott, L. M.	Little, Brown Co.
Hole in the Wall	Alcott, L. M.	Little, Brown Co.
Little Button Rose	Alcott, L. M.	Little, Brown Co.
Marjorie's Three Gifts	Alcott, L. M.	Little, Brown Co.
May Flowers	Alcott, L. M.	Little, Brown Co.
Mountain Laurel and Maiden Fern	Alcott, L. M.	Little, Brown Co.
Pansies and Water Lilies	Alcott, L. M.	Little, Brown Co.
Poppies and Wheat	Alcott, L. M.	Little, Brown Co.
Adventures of Jimmy Brown	Alden, W. L.	Harper Bros.
Cruise of the Canoe Club	Alden, W. L.	Harper Bros.
Cruise of the Ghost	Alden, W. L.	Harper Bros.
Moral Pirates	Alden, W. L.	Harper Bros.
New Robinson Crusoe	Alden, W. L.	Harper Bros.
Out of the Northland	Baker, E. H.	The MacMillan Co.
Log of a Sea Waif	Bullen, F. T.	F. A. Stokes & Co.
Men of the Merchant Service	Bullen, F. T.	D. Appleton & Co.
Over the Andes	Butterworth	W. A. Wilde & Co.
Around the World, V. 3	Carroll, S. W.	The Morse Co.
How We Are Clothed	Chamberlain	The MacMillan Co.
How We Are Fed	Chamberlain	The MacMillan Co.
Little Folks in Many Lands	Chance	Ginn & Co.
Lou	Cheevers	Dana, Estes & Co.
Voyages	Cook	A. L. Burt & Co.
Curly Locks	Coolridge, Susan	Little, Brown Co.
Little Bo-peep and Queen Blossom	Coolridge, Susan	Little, Brown Co.
Little Knight of Labor	Coolridge, Susan	Little, Brown Co.
Little Tommy Tucker	Coolridge, Susan	Little, Brown Co.
Two Girls	Coolridge, Susan	Little, Brown Co.
Uncle and Aunt	Coolridge, Susan	Little, Brown Co.
Over the Andes	Commelin	Little, Brown Co.
Two Years Before the Mast	Dana, R. H.	R. B. Fenno Co.
Strange Stories from History	Eggleston	Harper Bros.
Sea Wolves of Seven Shores	Frothingham	Chas. Scribner's Sons
Library of Travel, 12 V.	George	Flanagan Publishing Co.
Little Journeys, Ser. 22 V.	Jenks	Flanagan Publishing Co.
Chinatown Stories	Johnson, M. A.	Doubleday, Page & Co.
Boys' Book of Exploration	Johnson, W. H.	Dodge
World's Discoveries		Little, Brown Co.
Big Brother	Johnston, A. F.	L. C. Page & Co.
Cicely	Johnston, A. F.	L. C. Page & Co.

Giant Scissors	Johnston, A. F.	L. C. Page & Co.
Little Colonel	Johnston, A. F.	L. C. Page & Co.
Little Knights of Kentucky	Johnston, A. F.	L. C. Page & Co.
Old Mammy's Torment	Johnston, A. F.	L. C. Page & Co.
Story of Dago	Johnston, A. F.	L. C. Page & Co.
The World by the Fireside	Kerby, M. & E.	Thomas Nelson's Sons
Water Babies	Kingsley	The MacMillan Co.
Little Almond Blossoms	Knox, J. J.	Little, Brown Co.
Boy Travellers in South America	Knox, T. W.	Harper Bros.
In Wild Africa	Knox, T. W.	W. A. Wilde Co.
Two Girls in China	Krout	American Book Co.
The Philippines	McClintock	American Book Co.
Our Little Cousin Ser. 22 V.	MacDonald & Wade	L. C. Page & Co.
Dotty Dimple, 6 V.	May, Sophie pseud.	Lothrop, Lee & Shepard Co.
Prudy, 6 V.	May, Sophie pseud.	Lothrop, Lee & Shepard Co.
Against Wind and Tide	Moulton	Little, Brown Co.
Four of Them	Moulton	Little, Brown Co.
Her Baby Brother	Moulton	Little, Brown Co.
Jessie's Neighbors	Moulton	Little, Brown Co.
Little People of Japan	Muller	Flanagan Publishing Co.
Little People of the Snow	Muller	Flanagan Publishing Co.
Story of the Wretched Flea	Muller	Flanagan Publishing Co.
His Little Mother	Mulack, D. M.	L. C. Page & Co.
Little Sunshine's Holiday	Mulack, D. M.	L. C. Page & Co.
Wakulla	Munroe, C. K.	Harper Bros.
Flamingo Feather	Munroe, C. K.	Harper Bros.
Left Behind; or, Ten Days a Newsboy	Otis, James	Harper Bros.
Mr. Stubb's Brother	Otis, James	Harper Bros.
Raising the "Pearl"	Otis, James	Harper Bros.
Silent Pete	Otis, James	Harper Bros.
Tim and Tip	Otis, James	Harper Bros.
Toby Tyler	Otis, James	Harper Bros.
Snowland Folk	Peary, R. E.	F. A. Stokes & Co.
Cottage Neighbors	Perry, Nora	Little, Brown Co.
Ju-Ju's Christmas Party	Perry, Nora	Little, Brown Co.
Mary Bartlett's Stepmother	Perry, Nora	Little, Brown Co.
New Year's Call	Perry, Nora	Little, Brown Co.
That Little Smith Girl	Perry, Nora	Little, Brown Co.
Tales of a Poultry Farm	Pierson, C. D.	E. P. Dutton & Co.
Little Olive, the Heiress	Plympton, A. G.	Little, Brown Co.
Diddle, Dumps and Tot	Pynelle, Mrs. L. C.	Harper Bros.
Chop-Chin and the Golden Dragon	Richards, L. E.	Little, Brown Co.
Golden-breasted Kootoo	Richards, L. E.	Little, Brown Co.
Sundown Songs	Richards, L. E.	Little, Brown Co.
Little Daughter of Liberty	Robinson	L. C. Page & Co.
Little Puritan's First Christmas	Robinson	L. C. Page & Co.
Little Puritan Pioneer	Robinson	L. C. Page & Co.
Little Puritan Rebel	Robinson	L. C. Page & Co.
Loyal Little Maid	Robinson	L. C. Page & Co.
Ship, Her Story	Russell, W. C.	F. A. Stokes & Co.
Wandering Twins	Sanford	A. C. McClurg & Co.



Hans, the Eskimo	Scandlin	Silver, Burdett & Co.
Children of the Cold	Schwatka	Educational Publishing Co.
Around the World in the Sloop Spray	Slocum	Chas. Scribner's Sons
Empire State	Southworth	D. Appleton & Co.
The Red Mustang	Stoddard, W. O.	Harper Bros.
The Talking Leaves	Stoddard, W. O.	Harper Bros.
Two Arrows	Stoddard, W. O.	Harper Bros.
Larry, the Wanderer	Stratemeyer	Lothrop, Lee & Shepard Co.
On the Trail of Pontiac	Stratemeyer	Lothrop, Lee & Shepard Co.
Mysterious Island	Verne	A. L. Burt & Co.
Twenty Thousand Leagues Under the Sea	Verne	American News Co.
Ten Little Indians	Wade	W. A. Wilde & Co.
What Darwin Saw		Harper Bros.
Swiss Family Robinson	Wyss & Montolieu	Ginn & Co.
Little Lucy's Globe	Yonge	The MacMillan Co.
Northern Europe	Youth's Companion Series	Ginn & Co.
Toward the Rising Sun	Youth's Companion Series	Ginn & Co.
Under Sunny Skies	Youth's Companion Series	Ginn & Co.
Wide World	Youth's Companion Series	Ginn & Co.

#### LANGUAGE AND EXPRESSION.

I have regarded it as very important that much attention be given to this subject; hence special emphasis has been laid during the past two years upon oral language, because written language has in the past received far too large a share of attention.

If one stops to think how much the average citizen talks in comparison with what he writes, the importance of oral language becomes apparent. Few powers are more valuable than the power to express one's thoughts in speech fluently, accurately and elegantly. If this power is given, the power to write fluently and accurately follows without question and without trouble. The power of oral as of written expression of thought comes only through practice.

Frequent opportunity is given to the pupils to tell in their own words, a story to which they have listened, to describe places which they have visited, to narrate experiences of their daily lives, and without self-consciousness to grow accustomed to express themselves directly and fully. The effect has been at once apparent upon the written work. When it was formerly difficult to secure a two-page composition of stiff and stilted English on some topic assigned, the only difficulty now in many cases is to confine the literary output to reasonable limits. The children are anxious to put on paper that about which they have freely talked. All sorts of material drawn from all the various studies is used for this development of oral language. There are stories from Greece, and Rome, and the Orient; from the history of England and of our own country; there are studies from literature,—

Beowolf, Siegfried, story of Moses and Joseph, Evangeline, Lady of the Lake, Vision of Sir Launfal; there are chapters of geography,—mining, lumbering, the great grain fields, the chief industries; there are the lives of artists, poets, patriots, heroes. The fifteen minutes given each day to the cultivation of both oral and written language reacts favorably on the work of every study.

### OCCUPATION OR SEAT WORK.

The occupation or seat work has come in most instances to show its educational value in the various modes of expression material. This is especially true in the brush and color work, due largely to the co-operative work of our Drawing Supervisor, Miss Lucas.

Normal children, when free, delight in realizing their ideals through almost any convenient medium of expression, as sand, clay, wood, paper, brush, or the written or printed word. The pleasure is in the spontaneous action, in anticipating or realizing a desired result. The pleasure and educative value cease, however, if the cutting and painting are imposed as tasks, to meet the requirements of a teacher seeking her own preconceived results.

The reading, writing, drawing, painting, modeling and music should be used as direct means of image growth and as mediums of communication. The children's motive must be to tell what they have seen or heard.

The teacher, through the pupils' expression, will study the power, originality and difficulties of each individual of the class. She should criticise the work as to its demands for genuineness, for constant improvement, and its value as a means of causing the children to enlarge their images.

Every lesson must have a distinct purpose, whatever the form of expression may be.

### CONSTRUCTIVE WORK.

The constructive work is the "putting into form by handicraft the ideas developed in solving problems suggested for present needs or for the needs of the past."

The conservative teacher is often frightened by the introduction of handiwork into the school. She fears that it will rob her children of their prerogative to read, write and cipher. If it does, she has a right to object to it. Construction work is only another great means for the all around development of the brain.

The good reading, writing or oral language lesson, that has clear

imaging as a basis, is just as truly constructive work as any house, bridge, box or tray that can be made, and the teacher is shortsighted indeed who fails to recognize this. Children continually express themselves in physical activity in various ways. The constant strain of appealing to the language centers of the brain causes fatigue and the children rebel whether the teacher wills it or no.

Teachers are often responsible for grave habits of inattention and waste of time, when they force children to use and value the action of such a small portion of the brain. That the development of the children may be many sided, and normal, with less brain fatigue, I urge the necessity of more free construction work. Accuracy, sequence or system, as the terms are so frequently understood, should not be put forward as essentials when framing our lines of action. One of the most important gains on the part of the child is in the power of imitation. To secure this, the child must be given larger freedom in the selection of articles to be made by him and in the details of their construction. We must, however, suggest, or lead, or allow the pupil to suggest for construction that which he can in some degree accomplish; and must for the sake of the child and his future welfare lead him to think clearly, to do and to live nobly. The work should always be of such a character as to offer healthful exercise to the body as well as skill to the hand.

Great care should be exercised in directing this work and teachers must bear in mind it is valuable only as it stands certain tests. The children must feel a purpose in it, which will arouse their best efforts. It must be so adapted to their mental and physical powers as not to cause over strain. It should tend to cultivate good taste and should develop the power of criticism, as they discover its failure to fulfill the purpose for which they designed it.

#### GEOGRAPHY.

Much attention has been given to this topic in our institutes this year. The lecture given by Dr. Charles McMurry on "Type Studies in Geography" gave our teachers a new view-point in teaching. Supplementary desk books on geography have been placed in the school rooms for the use of teacher and pupil, and there is a growing power to develop the subject topically.

The ends which we have sought to gain in teaching Geography have been, first, to train pupils to see the facts of Geography about them, whether in the fields or in the city; second, to learn how to learn from books; and third, to establish the habit of considering facts so as to make correct inferences from them. The idea then is to train the

children *to observe, to see* relations, *to think* for themselves rather than to memorize the thoughts of others.

Visits to industries of our own city and to nearby locations have helped to make definite and practical the knowledge gained. We hope to do more of the excursion work in the future.

#### ARITHMETIC.

The importance of arithmetic has received due emphasis in our teachers' institutes, and many admirable suggestions and demonstrative lessons have been given by teachers before the institute.

In the earlier years the aim is to familiarize the child with simple computations of all sorts by applying them to those various departments of human interest which come within his grasp. Later as he advances in maturity an effort is made to inculcate principles thoroughly.

Much original supplementary work, in addition to the work in textbooks, has been undertaken in some of our schools. Our teachers are gradually coming to the realization of the truth that number is an expression of ratio,—that it does not exist in itself, and with young children who are incapable of much abstract reasoning it is necessary that the number work be expressions of such ratios as naturally fall within their experience.

The tables of linear, dry, liquid and cubic measure are no longer learned without reference to actual measurement. All the common measures are in the school room and are practically used by the pupils in learning the tables. The aim in the primary arithmetic has been to teach all the fundamental processes in arithmetic through the concrete handling of things, to make it of a thoroughly practical value. I believe we are doing more in this subject than is done in most cities. I am pleased to report that the pupils in our third year master the multiplication table through the twelves and are able to make intelligent use of the same.

#### NATURE STUDY.

The course in Nature Study should be modified in order that it may be more closely inter-related with the humanistic and economic aspect of our work. The groundwork underlying the selection of topics for Nature Study should be that of social life, the problems of living beings, whether plants, animals, or men, and how to solve them.

Such suitable materials and conditions should be provided as will enable the child to so understand the objects and forces about him that he may gain an insight into the laws of nature and learn how to make use of these laws in answering his reasonable needs; in the planting

and caring for his flower or vegetable garden, for example ; also awaken in him an appreciation of some of the relationships which he is called upon to assume.

We are unusually fortunate in our beautiful city of gardens, parks, rivers and hills which affords rich material for the study of seed, plant, and insect life. I desire to call your attention to the necessity of more out-of-door work in this connection,—more garden, field and excursion work for the purpose of developing the observational powers of the children and for enlarging the child's field of knowledge. We are not living up to our opportunities in this direction.

### PHYSICAL WORK.

This year a decided impetus has been given to the promotion of games, rhythm work, and physical training by the outlines prepared and given out at our institutes by Miss Marian B. Newton, Director of Physical Work in our Normal School. There is great need of an organized department for this work in our course of study if Rochester is to keep pace with other cities of like educational standing in the country.

Teachers and pupils have manifested a keen interest in the starting of this work ; and the great need of developing and directing the physical powers of the child are being constantly realized. Already a movement is rife in the city for the promotion of general physical education, and several important and influential bodies are becoming affiliated in the work. The registration of public school attendance this year is 27,000, nearly one-sixth of the whole population of Rochester, and in what way could the physical welfare of the youth and the future citizens be more effectually dealt with than through our public schools ?

At present conditions are very inadequate for realization of the results it is hoped may be attained at some time. The Normal School has the only equipped gymnasium, aside from the High School. While many of the buildings have splendid assembly halls that are being constantly used to advantage, there are other school buildings that have neither assembly halls nor wide corridors, and the floors of the class rooms being undeadened, the work that can be attempted in such buildings is decidedly limited.

Because of these conditions, I beg to suggest, in order to have more space in class rooms for exercises and games, that the aisles should be much wider (32 inches or a yard). This is a better arrangement than to have a space on one side of the room, which, at best, would be too small for the use of an ordinary sized class.

Many of the school buildings have playgrounds, gardens, etc., adjoining. These should be made use of in clement weather throughout the year. I trust the time is not far distant when provision will be made whereby every school will have its playground and garden.

In conclusion I desire to express my sincere thanks to the principals and teachers for the interest, earnestness and good will with which they have co-operated with me ; also, to the Superintendent for his constant appreciation and co-operation, and to the Board of Education for the support of their encouragement and confidence.

Respectfully submitted,

ADA VAN STONE HARRIS.

Supervisor of Kindergarten and Primary Schools.

## REPORT OF SUPERVISOR OF MANUAL TRAINING.

Mr. C. F. Carroll, Superintendent of Schools.

Dear Sir: In compliance with your request, I desire to submit the following statement concerning the manual training work in the various grades from the first to the eighth, inclusive. Also a brief report concerning the manual training and mechanical drawing in the evening schools.

Owing to the necessity for conciseness, the information pertaining to methods and other details has been omitted; these may be found in the printed outlines and Course of Study.

### LENGTH OF LESSONS.

Up to the first of this year, 1905, the pupils of the fifth to eighth grades, inclusive, have had but one hour a week for their manual training work. However, beginning with the first week in January, 1905, the pupils of the seventh grades have had one hour and fifteen minutes, and those of the eighth grades have had a two-hour lesson each week. The fifth and sixth grades have one hour a week. And it is expected that the primary grades will devote at least thirty minutes. Still, this is optional; the teachers give more than thirty minutes each week if necessary.

### PRIMARY GRADES.

The first step toward the introduction of elementary handwork in the primary grades was to organize a class for the training of the teachers of the primary grades; a beginning was made in 1903. The class membership is limited to thirty-five; each school is represented by one teacher, who volunteers to prepare herself to teach the elementary manual training, then to instruct the other teachers of the same grade, and to give general oversight to the work in her school. The class meets in the office of the Supervisor of Manual Training on Monday afternoons at 4:30 o'clock.

Each pupil-teacher is provided with a work-box which contains a one-foot measuring rule; a 45-degree triangle; drawing compasses; an eraser; a pair of scissors; one raffia needle; a lead pencil of medium grade, and a punch.

The work of this class includes both practical and theoretical instruction in the use of such materials for school work as raffia, clay,

carpet warp, rags, cloth and yarn; straw and tag board; manila and colored wrapping paper; colored cover paper (cardboard); white ash splint and reed; thin wood; and remnants of wood of various thicknesses from the manual training room in the school.

Besides the above the teachers are given instruction and practice in the use of some of the common woodworking tools, and such fastenings as nails, screws and glue.

Owing to the occasional transfer of teachers from one school to another and other unavoidable changes in the class from time to time, it was necessary to change from class instruction to individual instruction. Now each member of the class undertakes that work for which she feels the greatest need.

As soon as a member of the class acquires the necessary skill, knowledge and confidence she begins such manual work as can be used to advantage in connection with some other subject in her own grade, before placing it in the other classes. But no teacher has been urged to hasten its introduction. Nevertheless, a number of the schools have made such progress in the new methods as to compel some of the teachers to make a beginning somewhat in advance of the necessary preparation. Therefore, the work is, I believe, finding the place in the course of study to which it belongs; it has not been tacked on as an isolated subject, but, rather, introduced as a method, a necessary and organic part of the school life.

So long as we can have the assistance of such faithful and enthusiastic teachers as have been giving their own time and best effort to prepare for the development of this work there can be no question concerning results. They deserve much credit for the valuable assistance they are rendering.

Because of the time that the thirty-five members of this class devote to preparation, and as an incentive to the completion of an elementary course in construction work, I would suggest that a certificate be granted. It would, I am sure, be appreciated by the teachers.

#### WORK IN THE FIFTH AND SIXTH GRADES.

The objects made by the boys with such tools as a knife, saw, hammer, gimlet and scissors have been so planned as to involve the preparation and fastening together of two or more pieces, instead of merely whittling out such objects as the old style "single-piece" models. The bane of almost all school work in the upper grades has been the "good enough" spirit—inaccuracy. Hence, one important aim of the work in these grades is to lead the pupils to undertake the construction of such articles as demand a high degree of care and accuracy. For that rea-



son the course comprises frames, cases, racks, trays, etc., that are "built up." The objects are fairly large, and of such a nature that each part must be carefully measured and cut, or else it cannot be used without changing either the form or size of the other parts to which it is related.

### SEVENTH AND EIGHTH GRADES.

In these grades, as in all of the handwork leading up to it, the aim is to lead the worker to take the initiative, and give expression to his own ideas and thoughts concerning the work he undertakes, instead of blindly imitating models planned by the teacher.

All through the various courses the pupils are working from the simple to the complex, and from the easy to the more difficult; and at the same time the aim is to have a motive back of every piece they make; that is, to have them work to satisfy a desire or a felt need—something for the home, school or play life of the pupils. In case a pupil desires to make an article like one planned by his teacher, he is encouraged to modify or change its size, form, or decoration, to suit the use for which it is intended. Under such methods the work is of the highest cultural value; but when a pupil is allowed to imitate or merely reproduce a model placed before him, the work narrows down to the level of trade teaching. Therefore it is absolutely necessary that the teacher of manual training be well trained for the work, and that she be tactful, sympathetic and able to talk and work *with* boys. Furthermore, because of the relation of this work to the other subjects, the teacher of manual training should be familiar with grade work.

There is much to be done in the direction of our ideal regarding methods. And yet, since this work was introduced four years ago, the special teachers of manual training have made noteworthy progress in developing the subject along creative lines. And I desire to express my thanks for the time that they have devoted to the work outside of school hours, and for the patience and perseverance they have shown in taking up new problems, new ideas and suggestions with reference to changes in methods, as well as the extra work added to their duties from time to time.

### DECORATION.

Now that the time for the lessons has been extended, the decoration problem is simplified. A suggestive outline for this important work is being prepared, and will soon be ready to place in the hands of the teachers.

## BACKWARD BOYS.

A number of the larger and backward boys of the fifth and sixth grades have been encouraged by placing them in the manual training room, where they have undertaken the advanced work with the older boys of the upper grades. Such changes are helpful because, under the guidance of a tactful and resourceful teacher of manual training, the advanced work often operates in shaping the boy's attitude toward other subjects; and it tends to keep him interested in his school. It is a privilege to co-operate with the principals of the schools in such cases.

### EQUIPMENT FOR THE FIFTH AND SIXTH GRADES.

The work of the fifth and sixth grades is done in the regular school room, on the pupil's desk. Each school is provided with a large, attractive cabinet, about 5 feet 6 inches wide by 6 feet high, which contains the desk-trays, tools and such supplies as drawing paper, thin lumber, nails, glue, sandpaper, cardboard, etc. When in use the desk-tray covers and protects the pupil's desk, and is used both as a drawing board and work-bench. Each tray is furnished with a T-square, triangle, compasses, eraser, boxwood measuring rule graduated to sixteenths, try-square, a sloyd knife and an original device for fastening the drawing paper, instead of thumb tacks or clamps. Besides the individual outfit in the tray there is a set of tools in each cabinet for general use. It consists of the following: four 10-inch back saws, one 12-inch back saw, five saw boxes, one oil can, one oil stone, four handled auger bits, two gimlets, six punches, twenty small hammers, fifteen pairs of scissors, one blackboard compass, one blackboard triangle.

### EQUIPMENT FOR SEVENTH AND EIGHTH GRADES.

During the school year of 1901-1902 the manual training work of the seventh and eighth grades was done at five centrally located schools, known as "centers," to which the boys from neighboring schools went once each week. But each year since then one or more schools have been provided with benches and bench tools until the present time, April, 1905, there are nineteen schools that have a manual training room equipped for the construction work of grammar grades.

Each one of these rooms is on the first floor and near an outside entrance. The rooms are about 25 feet by 30 feet; all of them have light on two sides.

The outfit for the work of the seventh and eighth grades consists of the following: Eighteen modern manual training benches, and each

bench is provided with a single-fold bench rule; a six-inch try-square; one measuring gauge; one  $\frac{3}{4}$ -inch tang-firmer chisel; one fine nail set; a sloyd knife; a drawing compass; a 13-ounce hammer; one of Bailey's No. 3 iron smoothing; a No.  $9\frac{1}{2}$  iron block plane, Bailey's; one 13 by 19-inch drawing board with T-square and triangles, and one whisk broom.

The set of special tools for general use includes six 10-inch back saws; four 16-inch rip saws; four 16-inch cross-cut panel saws; three No. 5 iron jack planes, Bailey's; eight half-round cabinet files; one 6-inch flat mill file; one bit file; one file brush; six 4-inch screwdrivers; two 3-inch and one 6-inch screwdrivers; three 8-inch sweep No. 108 Spofford braces; auger bits, two each of  $\frac{3}{8}$ -inch,  $\frac{1}{2}$ -inch and  $\frac{3}{4}$ -inch; dowel bits, one each of 3-16-inch, 5-16 inch and two  $\frac{1}{4}$ -inch; center bits, two each of  $\frac{1}{4}$ -inch,  $\frac{1}{2}$ -inch,  $\frac{3}{4}$ -inch, 1-inch and  $1\frac{1}{2}$ -inch; one pair 5-inch side-cutting plyers; four 2-inch iron clamps; four 4-inch iron clamps; two 28-inch cabinet clamps; tang-firmer chisels, two  $\frac{1}{8}$ -inch, two  $\frac{1}{4}$ -inch, four  $\frac{3}{8}$ -inch; six chip-carving knives; six spoke-shaves; six fine brad awls; four iron-pad key-hole saws with 6-inch blade; two 14-inch bow saws; one automatic drill with nest of drills; one 6-inch sliding T-bevel; one 24-inch steel square; four carver's punches; three  $2\frac{1}{2}$ -inch mallets; one Washita oil stone; one India oil stone; one oil stone slip and two oil cans; one large and three small shooting-boards; four saws boxes,  $2\frac{1}{2}$  inches wide; one blackboard compass; one pair of saw horses. Each room is provided with lumber racks, a cupboard for supplies, and material and facilities for shellac-ing, painting, staining and the ordinary methods of finishing.

#### LUMBER.

The lumber furnished for the work varies in thickness from  $\frac{1}{8}$ -inch to  $\frac{7}{8}$ -inch; basswood, whitewood, pine, maple and cherry are used.

#### EVENING SCHOOLS.

The manual training and mechanical drawing classes have been larger, and, on the whole, the results are much more satisfactory than at any time since this work was organized in the evening schools.

And yet, until we can secure a full supply of trained and experienced teachers for this important work there must be a waste, both in time, material and equipment, and continue to be an onerous problem for the Supervisor.

In the work of manual training classes conducted by experienced teachers there has been great interest and enthusiasm. And these teachers have succeeded in following the plan for correlated work;

that is, their work included instruction in language, arithmetic, many of the most valuable but simple geometric problems, etc.

To teach these subjects this year it has required fourteen teachers, and of that number but five or six were experienced in teaching.

In the mechanical drawing in both the grammar and high schools, an effort was made to adapt the work to individual needs. Some of the geometric problems and such confusing drawing lessons as are found in intersections have been made clear by drawing the development of the object on heavy manila paper or on tag-board and then cutting it out and folding it into concrete form. The drawing paper, thumb tacks, drawing boards with T-square, triangles and compasses, were provided by this department.

Everything constructed by the pupils of the manual training classes has been of a useful nature; there were no abstract exercises included in the course. Still, each piece undertaken by a pupil afforded an opportunity to teach one or more important principles in practical construction, the care of tools and tool processes.

The pupils have had from one to three lessons a week, of two hours each.

With the exception of a few mirrors and expensive metal trimmings, everything has been furnished the pupils by the department.

One of the most successful teachers of the evening work in one of the small schools reports that the young men of one of his classes completed one hundred and fifty-two useful articles. The list includes an interesting variety of objects, from a simple match-scratch and household utensils to drawing boards, clock shelves, foot-rests, book stalls and wall cabinets.

Now, with reference to the value of such work; in addition to the skill and knowledge acquired, I desire to emphasize the fact that the planning and construction of every one of those articles involved lessons in drawing, language and practical arithmetic. Then, under manual training methods, there are the invisible things that may be found in history of each piece; that is, interesting hand-work brings about such active co-operation of the head, the heart and hand as to aid the development of the inner man, or character. This is due to the subtle influence growing out of self-asked questions, self-criticisms, the successful endeavor to solve problems and to overcome difficulties. Moreover, the completion of each object that the pupil undertook, together with the fact that his work received the approval of the teacher, is evidence of the many hours of interested mental and manual

effort put forth by the pupils in the direction of an ideal and for the accomplishment of something that they considered worth while.

Very respectfully,

W. W. MURRAY,  
Supervisor of Manual Training.

## REPORT OF THE SUPERVISOR OF DRAWING.

Mr. C. F. Carroll, Superintendent of Schools.

Dear Sir: Complying with your request, I submit the following report:

The progress that has been made in the Art Work in the schools during the past two years is very gratifying. The aim has been to treat the subject not only from the educational side but also from the æsthetic and the practical; and we have so far succeeded in this aim that the pupils now feel it an essential element in their work. This is evident in nearly all of their written lessons which are freely illustrated.

The work in the first three grades consists largely of expressing with brush, scissors or chalk, incidents from the daily lessons and the child's home and school experiences, and of representing objects related to the school work, following the cycle of the year as closely as possible.

The instructions given during the drawing periods are of such a nature as to prove helpful to the child in developing power for better self-expression and in making him an independent thinker and worker. Some of the best results from the drawing lessons are seen at the occupation tables, where the pupils apply the knowledge gained in the regular lessons.

The work in the grammar grades is carried along on the foundation laid in the primary department, and shows a regular advance over the primary work. Practical application of the principles taught is made in all grades, not only in relation to the manual training and sewing but in nearly all of the other subjects.

The attitude of the grade teachers toward the work has been one of the greatest helps in bringing the work to the high standard that it has reached. They have availed themselves of every opportunity offered for self-betterment in the work. The instructions to teachers have been given at the regular institutes, grade meetings and during office hours on Tuesday afternoons and Saturday mornings. The Monday afternoon optional classes for special instructions are so largely attended that it is impossible to do any individual work with the teachers, and consequently the work has had to take the form of class instruction.

The new Prang Art Text-books placed in the schools by the Board of Education have been used as reference books and have proved a

source of great help to teachers and pupils. Nearly all of our schools have purchased many artistic pieces of pottery to be used as models in color and form study. The money used for the purchase of these articles has been raised by entertainments given by the individual schools, thus showing the interest taken by principals and teachers in furnishing material to help make the work the best.

Our schools, through the help of the Mothers' Clubs, have done a great deal during the past two years toward decorating the walls with reproductions from the best artists, thereby making the children perfectly familiar with what is best in art and stimulating the study of the famous artists carried on in all grades. One volume of "Masters in Art" has been placed in each school as a reference book and will be followed as soon as possible by the other volumes thus far issued.

Miss Orel L. Adams was appointed assistant in the work in January, 1903, and has ably filled the position.

The High School work, under the direction of Miss Mattie H. Davis, has shown steady improvement. The allotted time is devoted to the study of the principles of composition, color and form. Color is studied by representing nature in water colors, to be used later as an inspiration for color schemes in decoration; and also through the study of pottery forms. Form is studied from the pose and still life, and in perspective, design and construction. The principles of composition are carried out in all that is done, and thought is put into the placing of the forms in the space to be filled. A knowledge of the mechanical tools is gained in geometric problems and projections of objects which the pupils have designed. Throughout the entire course the work is as practical and as closely related to the pupils' every day life as possible, and is elected by an increasing number each semester. In the near future I hope to see the drawing rooms in our new High Schools so thoroughly equipped and artistically decorated that they will prove to be an inspiration to the pupils. In such rooms we would expect to find the highest ideals and the best results. Considering the subject from an educational standpoint, I feel that every High School pupil ought to have the advantage of at least one year of High School training in the work with the privilege of two years if so desired. I would also suggest that provision for a High School course in mechanical drawing be considered, as there has been a greater demand for it this year than ever before.

The Training Class work is planned to fit the student to teach in all grades in our schools and to meet the requirements of the State Department of Education. They are prepared by theory, observation of model lessons, demonstration and practical training in methods. Great

stress is laid on blackboard drawing as one of the greatest factors in creating interest, and the most direct and practical way of illustrating the daily work ; for nothing is more pleasing to a child or better calculated to produce a permanent impression upon his mind than a blackboard illustration in connection with the subject being taught, thus showing that skill in drawing on the part of the teacher exercises an immense influence for good over the advancement and mental growth of the pupil.

In conclusion, I wish to thank the principals and teachers for their earnest co-operation, and to express to you and to the Board of Education my appreciation of the interest taken in the work of this department.

Respectfully submitted,

HELEN E. LUCAS,  
Supervisor of Drawing.



## REPORT OF THE SUPERVISOR OF MUSIC.

March 14, 1905.

Mr. C. F. Carroll, Superintendent of Schools.

Dear Sir: It is with pleasure that I accept this opportunity to report to you concerning the progress of music in the public schools of Rochester.

On the occasion of my first round of supervisory visits, knowing how short a time had elapsed since the introduction of music study as part of the school curriculum, and the lack of preparation and experience along this line on the part of the teachers, I was gratified to find how much had been accomplished. It seems to be accounted for in two ways: the unusual excellence of my two predecessors and the sympathetic support given them by the teaching force. The determination to master the difficulties of the art and overcome self-consciousness and timidity in attempting the work has grown more and more evident among the teachers, and I have met everywhere with a kindly spirit of co-operation in my endeavors to advance the cause of music in our schools. Often where the flesh has been the weakest, the spirit has been strongest and success has rewarded the efforts of many such teachers, so that few now regard the task as hopeless and an increasing number are handling the music lessons in their grades with good results.

The creation of a love of song and taste for good music is, to my mind, the first aim of public school music. The foundation for these was laid by Miss Mari Hofer three years ago. Her efforts toward artistic interpretation and good tone quality were continued by her successor, Miss Rizpah de Laittre, who fixed the ideal of pure, sweet head tones so firmly that nearly everywhere I find the teachers striving intelligently to attain these with their pupils. Thus, that which I hold to be the second aim of public school music is being rapidly accomplished.

This same well-beloved Supervisor began systematic work in the study of musical representation, a work which is slowly but steadily progressing. My task this year has been, through institutes, optional classes and supervision, to increase the teachers' knowledge along this line and enable them better to guide the pupils toward the accomplishment of the third aim of public school music,—the interpretation of printed music and power of listening to music intelligently.

Without change of method, I have endeavored to further the work

along all three lines projected by Miss Hofer and Miss de Laittre. With the friendly co-operation of the teachers, whose willingness is often in advance of their ability, we have been able to make noticeable progress. The following points have been emphasized: Vocal exercises for improving tone quality; individual singing; part songs; special attention to unmusical children; writing of music, and observation work on known songs as preparatory to sight singing. The correlation of the music with other branches in the course has been ever in mind and will become more perfect as the teachers' repertoire of songs enlarges and as their ability to conduct the class in the work of invention of songs improves.

Systematic work in the High School has been introduced this year, whereas before music there has been purely elective. The response has been gratifying, in spite of the hindrance from lack of music material. When suitable music books have been provided and more of the music teacher's time can be given to the High School, the result cannot fail to be a delight to all concerned.

In the Normal Training School the classes have done more independent, individual work in singing than previously. Each student is made to feel responsible for her own ability to sing and teach singing.

I desire respectfully to call your attention to two weaknesses in existing conditions. One is the short time allotted to music study. Each grade is allowed but an hour a week, or twelve minutes a day, for music. You can readily see that that amount of time is barely sufficient to get the voices in singing condition and to accomplish the learning of a few rote songs. The children cannot accomplish much in learning to sing by note independently.

The other weakness is the small supervisory force. I know of few cities of the size of Rochester where the force is so small. Counting the actual number of minutes in the school year available for supervision and allowing twenty-five to each visit, a maximum annually of three visits only to each teacher is possible for the Supervisor. But as the Supervisor must also give considerable of her time to Normal Training classes, High School chorus, institutes, optional classes, the planning of work and the executive duties of her position, this so cuts the time that it is well nigh impossible for her to visit each teacher even twice a year. The employment of an assistant who can take charge of the High School classes and do some supervision, has improved the situation somewhat, but still leaves each teacher with a maximum of only three visits a year. This is much too little considering the lack of training and experience in music teaching possessed by our corps of teachers. Next year the two High Schools should require one assist-

ant's entire time. One or two more assistants are badly needed who can give their entire attention to supervision in the grades so that each teacher may have a visit from a music teacher once a month. The grade teachers crave this help; it is a serious need, and it would save them much worry, nervous strain and futile labor if they could have it.

In conclusion, I desire to thank you for your kind interest and helpful suggestions, the Board of Education for their many expressions of encouragement, the other Supervisors for their friendly comradeship, and above all, the principals and teachers of the public schools for the constant inspiration I have received from their endeavors and attitude toward me and my work. Without this support I could have accomplished nothing.

Respectfully submitted,

ALICE C. CLEMENT,  
Supervisor of Music.

## REPORT OF THE SUPERVISOR OF DOMESTIC ART.

Mr. C. F. Carroll, Superintendent of Schools.

Dear Sir: I take pleasure in submitting to you my first report of the work of the Domestic Art Department from September, 1904, to March, 1905.

During this time the results have been generally satisfactory, although the work has been necessarily limited in its scope.

That it may be better understood the report is submitted under three heads:

(1) The conditions that I found upon assuming charge of the department.

(2) What has been accomplished.

(3) What we hope to accomplish.

I. On commencing my work as Supervisor I found a corps of teachers both earnest and responsive; some well acquainted with the technicalities of this subject, others not only unfamiliar with the uses of the needle in general, but now for the first time undertaking to give instruction along these lines, another grade having been added in September to the three heretofore taking the course.

The classes seemed to be somewhat ungraded also, some of the seventh grade pupils having shown no further drill than those of the sixth grade in other schools. The diversified interests and environments of the pupils of the various schools, together with my own lack of familiarity with the conditions in general, made the problem a rather complex one.

The materials and supplies had been used in common by the teachers in the same building. These I found could be distributed in a way to relieve somewhat the cares of the teachers and to place at the same time a wholesome responsibility upon the pupils individually.

II. Under the present arrangement each class has its own equipment furnished from the general supply in the school cabinet. With the exception of a few necessary additions from time to time there is no need of the teachers seeking the cabinet for the small outfit needed for the grade lesson. The pupils are held responsible individually for the order of the materials in their bags and the care of pins, needles, etc., intrusted to them. It is required that these bags be kept in good repair and laundered when necessary. At the time of transference from class to class a special responsibility for these details rests upon

each pupil, thus developing habits of neatness and orderliness.

The purpose of having each child furnish her own material is not primarily to minimize expenditure in this department, but to give to the work its fullest educational value. In order to train the taste and to impart a general knowledge of textile fabrics it is necessary that the child have some experience in the selection of suitable stuffs. The putting of desirable materials of a refined color into her hands will not suffice; she must learn through her own experiences and mistakes.

The mission of Domestic Art is a large one. Nothing is inferior and nothing is superior in importance in the child's education, for all instruction should train the self into "the utmost possible largeness of being for the utmost possible service." Hence the emphasis has been laid not on the *doing* but on the development of *power to do*, not on the product but on the child that she may be able to meet and solve her own problems when teacher and supervisor are no longer near by to direct.

The knowledge of weaving acquired in the kindergarten and the primary grades has been supplemented by a more advanced course, though still a simple one, leading to an understanding of the principles underlying our present textile industries. It is hoped through these exercises to create a broad human sympathy with the toiler while giving some knowledge of the products of the machine.

In order to develop the habit of independent thinking an effort has been made to eliminate stamped work from the class exercises. Until the child is able to discriminate between the good and the bad in decoration, between what is suitable and what is meaningless or over-ornate, it seems best to use no stamped work. This ability to discriminate can come only through the exercise of her training in color and simple design by an application of their principles to things of daily use.

The basis of judgment in estimating the worth of the work exhibited at Christmas was strength rather than fineness of stitch, harmonious color combinations, appropriate design and neatness in execution. No untidy or soiled work was accepted no matter how manifold its other merits.

While a graduated series of exercises has been planned for the grades in order to keep within the age limitations of the child, both teacher and pupil have been given an opportunity for individual work. This free-expression side of the work has manifested itself in many interesting ways.

In one school the pupils suggested, planned and constructed a corner-seat and four pillows for their class room. The boys

utilized their knowledge of manual training by assisting in the adjustment of the boxes used for the seat. Covers for the whole were made by the girls, three of the pillow covers having been decorated. The result is rich in promise though not in any sense a faultless product.

In another school dolls were dressed in Scottish costumes in connection with the study of literature.

Another class has developed in the same way Greek costumes, male and female, making this a part of the history work.

Various kinds of flags used during the Revolutionary period have also been constructed.

In different schools the Norwegian, the Japanese, the Mexican, the Puritan and our own distinctive types of dress are being studied through doll-dressing; while the Indian basket and various typical industries, such as Navajo blanket weaving and Abnakee rug-making are soon to be attempted. Articles of wearing apparel for the poor of the school have also been made in an upper grade and the graduation gowns of an eighth grade class are being constructed. Charts illustrating the processes of silk culture and decorative covers for sewing note-books indicate a further variation of the prescribed course of study.

In addition to these exercises, every class has been requested to have a box of odds and ends of materials contributed by the children. These pieces are to be used co-operatively for free-construction work.

III. As I interpret handwork there seems to be but a small educational value in the acquisition of a knowledge of the various stitches, the selection of material, most of the preparation of it and the responsibility of the work being largely assumed by the teacher and the supervisor. Such a standard might justify a year of sewing in the schools to impart technical knowledge, but as an educational factor it seems to have little value. The Course of Study explains my meaning fully on this point.

Neither do I feel that the formal draft has any place in the training of the child in the elementary school. In making this assertion I feel as Dr. G. Stanley Hall said of himself in another connection, that I come to "a parting of the ways." Drafting to me means specialization and its place is in the trade and the technical school. It cannot be thoroughly done without the use of a chart system, which is expensive; the steps in the process being largely mechanical, the directions are easily forgotten and the drafts of next year will differ somewhat from those of this. What the average school girl needs is to be able to cut intelligently but freely, and to know how to adjust a bought pattern. To accomplish this a few simple measurements and a training of the

eye for relative proportions are necessary. This training she has already had from the primary grades to the High Schools in studying the pose. All that is necessary is to direct the knowledge already hers in a new direction.

The confinement of the work to four grades has crowded the course of study somewhat. I think it possible, however, to cover the ground in the given time when the work is once fully organized. Though the course has been planned to supplement some of the hand exercises in the lower grades and to help in fixing the knowledge gained through geography, history, literature and art work in the upper grades, it remains incomplete so long as it has no place in the High School curriculum. Dressmaking, art needlework and considerations of home decoration and home economics seem fundamental to a girl's full training. Woman everywhere has one special "profession," to plan for—that of home-making. Horace Mann, in one of his memorable addresses, said: "Whatever we wish to appear in the life and in the homes of a people, we must put into the schools." Within recent years there has been a decided reaction against over-decoration in the home and over-elaboration of furniture and ornament. This reform is due largely to the Arts and Crafts movement. If the High Schools were trained along similar lines though in a humbler way, emphasizing dress and personal adornment, I feel that a large result would obtain therefrom. In a few cities this work has begun. A training in art needlework and home decoration does not foster extravagant tastes. Beauty comes not so much through a lavish expenditure of money as by the exercise of taste and judgment in selection. Art is no longer regarded as a luxury, a gift of the gods which only a favored few have the capacity to enjoy, but a vital force which can penetrate, refine and uplift all life. It is through the effort to express—to create—that one develops the power to feel or to appreciate beauty in its various forms. Through environment, both material and spiritual, the self works towards its full realization. An environment which fosters plain living and high thinking must result in a finer, broader and more resourceful type of womanhood.

In conclusion, I wish to express my appreciation of the kindness, support and interest shown by the Board of Education, the Superintendent, the Supervisors of the other departments and the principals and teachers of the grades.

Respectfully submitted,

KATHERINE FRENCH STEIGER,  
Supervisor of Domestic Art.

## COURSE OF STUDY

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Adopted by the Board of Education, July 27. 1901.

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### PURPOSE.

The objects of a course of study for elementary schools are to supply the teachers with working material which they may employ in the training of the child. Its business is not to state in definite terms just what the teacher is to do each day, but rather to map out in a broad way those activities, exercises, and fields of knowledge which experience has shown to be most suitable for the elementary school, and to suggest to the teachers methods for enlarging this work and of preparing themselves to perform it. It should take into consideration such facts concerning children in general as the study of child-life has made clear, the character of the civilization in which the child is to be a factor, and the means necessary to make him a most effective voluntary factor for good in his community. It must supply such activities as will best stimulate growth, such discipline as will produce the finest culture, and must suggest such knowledge as will enable him to take hold of nature effectively, comprehend what others have done and expressed, and to express himself adequately for the benefit of others. It must involve also such a vital acquaintance with social, economic and ethical conditions as is required for perfect citizenship. It is not claimed that the present course of study meets these ends, but it is hoped that it will prove suggestive to the teachers along the lines mentioned and will stimulate in them renewed efforts to train children into the utmost possible largeness of being for the utmost possible service.

This course of study is intended to furnish the basis for work in the Rochester schools during the coming year. It will be supplemented from time to time, as the need appears, by circulars giving additional instruction, explanation, and amplification; also, by explanation and instruction given by the Superintendent and Supervisors in meetings with the teachers.



As further light is thrown upon educational principles and methods as the result of study and investigation, as teachers become more familiar with new ways, and as better text-books are made available, it is hoped that this course may be improved.

## CORRELATION OF STUDIES.

In the correlation of studies in the elementary grades there should be little attempt to differentiate the various subjects taught. Together they constitute the occupation element of the child's school life. This is as true of what is called the recitation as what is called "occupation work." It constitutes in its entirety the child's rational employment. The various subjects used for the stimulation of thought and the others employed for its expression are so naturally co-ordinated that any formal separation in the primary schools is forced and unnatural.

It must be remembered that the two elements in all education are impression and expression, and that while the former is necessary as furnishing a fund of material, the latter is that upon which growth in power, facility, and adaptation depends.

As the child advances from grade to grade the differentiation of subjects necessarily becomes more evident. In the higher grades correlation, while no less real, is naturally less evident, until in the college and university it becomes the philosophical unity of human learning. But in any of the grades of the common school, the relation between those subjects which are the great sources of thought, and those which include the various forms of expression must be close.

Instead of such a correlation being unnatural, its opposite is unnatural. The divorce of the forms of expression from the subject-matter to be expressed is unnatural, and is responsible for much of the loss of interest and the failure to connect school with the realities of life which has caused the ruin of many schools and pupils. The teacher in teaching any subject should never cut loose from the base of supplies. The vital interest which connects the child's school occupations with his whole life is the artery carrying the life blood to the former.

Correlation of subjects and the introduction into the schools of varied work, interesting to the child, is not ignoring the three R.'s, but teaching them more effectively and in a better way, because it furnishes the irresistible impetus which carries the young student swiftly and easily and surely over the otherwise difficult and uncertain road of acquisition.

In the primary grades it is well to take some subject of general interest, as the cycle of the year, and relate the other subjects to it.

Such a subject as a farm or a garden, or a visit to the fields, or a story of the observance of a festival, will furnish material for a series of lessons in language, drawing, construction, writing, painting, cutting, and the various other expressional subjects, of great value because of vital interest.

A study of the immediate environment growing out into the larger environment; a study of a garment, or a food, or of any of the other many objects which suggest man's common interdependence; a study of the family or the neighborhood; all these items and many more may be made the centers of much work of various sorts.

A caution may be needed. The relations should always be vital and natural, not artificial nor superficial. They should, in so far as possible, be human rather than mechanical or scientific. They should come home to the child's own interests, and suggest the dependence of man upon man.

Children should work in groups, each being engaged in some part of the general scheme. All of the work should bear a definite relation to the whole. The children should never be given an occupation whose sole motive is to keep them busy.

Whatever the particular subject chosen, much attention should be given to the literature relating to it.

## CORRELATED OUTLINE.

### FIRST GRADE.

#### *Impression Subjects :*

(See separate outlines).  
 Reading (Literature).  
 Geography.  
 History.  
 Nature.  
 School Life.  
 Home Life.

#### *Expression Subjects :*

(See separate outline).  
 Reading (Utterance).  
 Language (Speech) oral and written.  
 Drawing and Painting.  
 Cutting.  
 Construction.  
 Writing.  
 Dramatic Representation (Play)

## SECOND GRADE.

*Impression Subjects :*

(See separate outlines).  
 Reading (Literature).  
 Geography.  
 History.  
 Nature.  
 Number (actual).  
 School Life.  
 Home Life.

*Expression Subjects :*

(See separate outlines).  
 Reading (Utterance).  
 Writing.  
 Number (computation and drill).  
 Language (oral and written).  
 Dramatic Representation (Play).  
 Drawing and Painting.  
 Cutting and Construction.

## THIRD GRADE.

*Impression Subjects :*

(See separate outlines).  
 Reading (Literature).  
 Geography.  
 History.  
 Nature.  
 Number (actual).  
 Current Events.  
 Immediate Environment.

*Expression Subjects :*

(See separate outline).  
 Reading.  
 Writing.  
 Number.  
 Language.  
 Drawing and Painting.  
 Cutting and Construction.  
 Play.

## FOURTH GRADE.

*Impression Subjects :*

(See outlines).  
 Literature.  
 History.  
 Geography.  
 Nature.  
 Number.  
 Current Events.  
 Environment.

*Elaboration and Expression :*

(See outlines).  
 Reading.  
 Writing.  
 Language.  
 Graphic Arts.  
 Constructive Arts.  
 (Manual Training).  
 Arithmetic.

## FIFTH AND SIXTH GRADES.

*Expression :*

(See outlines).  
 Literature.  
 History.  
 Geography.  
 Nature.  
 Number.  
 Current Events.  
 Environment.

*Elaboration and Expression :*

(See outlines).  
 Reading.  
 Writing.  
 Language.  
 Graphic Arts.  
 Constructive Arts.  
 Arithmetic.

## SEVENTH AND EIGHTH GRADES.

*Impression:*

Literature.  
 History.  
 Geography.  
 Nature.  
 Number.  
 Grammar.  
 Civics.  
 Environment.

*Elaboration and Expression:*

Reading.  
 Writing.  
 Language.  
 Graphic Arts.  
 Constructive Arts.  
 Algebra.  
 Arithmetic.

## ARITHMETIC.

Arithmetic has always been justly regarded as one of the absolutely necessary subjects of the school course of study. Indeed, it is more important than many of its most strenuous advocates know, because it rests upon broader and firmer foundations than those commonly advanced. The usual argument in its behalf is its very great utilitarian value in that the ordinary computations necessary for even the simplest business operations require its use. But the racial instinct which demands it goes far beyond that for its ground. Common utilitarian arithmetic, necessary as it is, is little more than the art of "figuring."

Newton used merely an advanced arithmetic in arriving at the philosophic statement of his wonderful discoveries. Upon it depends all sense of proportion, of form, of relative space. It is the knowledge of number that makes possible the definite, exact, and consequently the practical comprehension of the world.

What the advocates of educational reform criticize in the old schools is not the teaching of arithmetic, but the teaching of it badly, limiting the work upon this subject to its minor and baser uses, teaching it as form and not reality, drilling upon foolish combinations of figures without giving power to perceive relations and to accurately estimate values. It was taught in the wrong way and at the wrong time. Young children were drilled to death upon what would have come later naturally, instead of being introduced to number as a vital factor in life.

Throughout this course of study, number is treated as ratio, always indicating relation between magnitudes. In the first grade formal number is not taught separately, that is, the subject is not differentiated, but the child is being familiarized with magnitude and number to an extent unknown to the old drill teacher.

## ALGEBRA.

For the coming year the course in Algebra will be that provided in Hornbrook's Arithmetic.

## ARITHMETIC,

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### PRIMARY SCHOOLS.

#### FIRST GRADE.

A continuation of the incidental number work of the kindergarten.

By dealing definitely with such magnitudes as come naturally into their lives, through counting, comparing, and measuring, children will inevitably acquire considerable knowledge of number, and such knowledge will be vital and practical.

The time for drill is not yet. No attempt should be made in this grade to drill upon combinations of figures. Such drill is likely to result in suspended development, and seriously impair the mathematical powers. (See Number circular).

#### SECOND GRADE.

In this grade the definite study of number may properly begin, though the time for extended drill has not yet arrived.

The work should be as fully as possible concrete in character. Measuring, computing, comparing of things, no longer indefinitely, but definitely; using the terms, pounds, ounces, feet, yards, miles, pints, quarts, gallons, bushels, and the like, should constitute the earlier part of the work.

Incidentally the children should be acquiring the tables of denominate numbers, and directly but gradually the combinations and separations known as addition, subtraction, multiplication and division.

Make use of the first pages of the Rational Arithmetic as suggestive of direct application of the steps therein evolved.

#### THIRD GRADE.

Rational Arithmetic, part I.

Every subject should be developed through the handling of various concrete materials.

Each child should handle the material and should construct and do at every step of the process.

Each step must be supplemented by the introduction of many like problems, using the book as a final test of power and skill.

By the end of this year the children should be able to use the multiplication table fluently and readily and to multiply by one figure.

#### FOURTH GRADE.

Rational Arithmetic, part II.

Short division and long division, two figures as divisor, completed.

#### FIFTH GRADE.

Rational Arithmetic, part III.

Simple fractional processes completed.

#### SIXTH GRADE.

"B" Class. Hornbrook's Grammar School Arithmetic, Chapters I, II and III.

"A" Class. Chapters IV, V and VI.

#### SEVENTH GRADE.

"B" Class. Chapter VII.

"A" Class. Chapters VIII and IX.

#### EIGHTH GRADE.

"B" Class. Chapters X and XI.

"A" Class. Chapters XII and Review.

#### READING.

Reading is, beyond comparison, the most important of the conventional school exercises, not only because it is the key to the world's great literature, but because any considerable advancement in the other departments of school work is impossible without it.

Hence it should receive the first consideration of the primary teacher in the preparation of her program of formal work.

A child who has completed the primary grades should be able to read any production whose thought and vocabulary he can comprehend.

If any considerable number of normal children cannot do this, there is something wrong with teacher or method.

It does not follow from this that a greatly increased amount of time should be put upon reading. This would cause weariness, loss of interest, and would defeat the desired end.

An abundance and variety of interesting exercises, properly balanced, afford needed mental relief, stimulate interest, and reinforce one another.

Dull grind upon words will not make good readers in any sense. Interest is fundamental. The child learning to read must be consciously seeking thought through the symbol. If reading is well taught, children learn to read without much conscious effort to that end. The conscious effort will have been expended in the search for information or other object of interest, and reading will have been merely the new road to the sought for goal.

In all grades the teacher should constantly bear in mind the importance of cultivating a taste for good literature. Giving the child possession of the art of reading, without the power to discriminate between good literature and bad, is like giving him a sharp tool without instruction as to its proper use. Hence no demand for formal exercises as drill work or for other purposes should ever induce the teacher to give the child reading matter which is not in itself worth reading.

If the course of instruction in the reading does not give most of the children power to read freely and with good expression any suitable material and to discriminate the good from the bad and choose the good, the work is not successful.

The "B" Class will aim to cover about half of the assignment for the grade.

## THE READING LESSON. .

The objects of the reading lesson are two. First, to give the pupil the power to secure from the written or printed page an intelligent and appreciative knowledge of the thoughts of authors as recorded and expressed in literature. Second, to give the pupil the power to impart to others the knowledge thus obtained in a clear, sympathetic and pleasing manner. The teacher should always bear in mind that the content of the reading lesson is of more value than its form, and that an appreciation of good literature is worth more than the mechanical ability to read.

Careful attention should be paid in all grades to correct enunciation and pronunciation, to proper use of the vocal organs and of the organs employed in breathing. Ease, naturalness, and a clear, resonant tone should be sought. Frequent exercises in breathing and the carriage of the body and in the vocalization of both vowels and consonants should be employed when needed.



## RESUME.

## LEARNING TO READ.

## 1. THE SENTENCE IS THE UNIT OF EXPRESSION.

“Ideas are primarily awakened in the mind by means of impressions made on one or more of the senses; thus ideas must be expressed through the medium of language.”

The unit of mental action is a thought; therefore the unit of expression is a sentence.

If reading “consists in giving expression to the ideas the mind has formed,” the sentence ought to be made the basis of reading.

Think the sentence as the whole, and the word as the part.

## 2. EMPHASIZE THE UNIT.

The sentence as a whole.

(a.) Awaken thoughts in the mind of the child by means of objects.

(b.) By skillful questioning elicit as many original statements about the object as possible. Write the most suitable sentences upon the blackboard.

(c.) Repetition and variety are psychologically necessary in good teaching.

(d.) The same words need to be presented in a great number and variety of sentences.

## 3. ANALYSIS OF SENTENCES INTO WORDS.

(a.) Analyze the sentences to find the words of which they are composed, and teach these words as parts of sentences.

(b.) Keep a list of all words presented, using them continually in review sentences until they cannot be forgotten.

(c.) Make every possible combination with all words taught, forming as many sentences as possible. Have all sentences arranged upon the board so as to tell a story; keep to a continuity of thought.

## 4. ANALYSIS OF WORDS INTO LETTERS AND SOUNDS.

(a.) Work in phonics should be carried on in connection with oral work.

(b.) Introduce sounds gradually, giving general and special drill upon difficult combinations, for the following purposes:

1. To give ability to call new words without help.
2. To improve articulation.
3. To correct defective speech.

## 5. READING IS A MENTAL PROCESS—A THOUGHT PROCESS.

“To read aloud, we must get the thought; we must hold the thought; and we must give the thought.”—*H. S. Clark.*

Necessary steps to the above end:

1. Perfect word knowledge.
2. Silent reading; to get thought.
3. Oral reading: to give thought.

A pupil should not attempt to read a sentence orally until he has the thought in mind.

Reading each word by itself is an evil never to be tolerated.

Spelling out words while reading should not be permitted.

Train children to read to their listeners, not to their books.

### FIRST GRADE. “B” CLASS.

*Method.*—Of the different methods of teaching beginners to read, no one contains all the excellencies. The best points of all should be employed, but it is important to select the proper unit, which is not the sound of the letter, nor the word, but the sentence. Children should begin by reading the sentence. Later, the sentence should be analyzed into words, and the words into their sound elements. No one of these three methods should be neglected, but the order indicated should be carefully preserved.

Begin with the sentence. As soon as possible call attention to the words composing it, which the children will at first recognize through memory. After some weeks of such reading, exercises in the sound elements of words should be introduced and regularly continued through the primary grades. These should be systematic and thorough, leading to word building and the use of the dictionary.

*Material.*—The first reading lessons should be based upon observations of nature and upon poems and stories used in the same connection; also stories told for the sake of their literary or ethical merit may be employed in the same manner.

The first lessons should be script upon the blackboard. They should be carefully prepared, so as to be progressive in thought and style, and should be preserved. Each school should be supplied with a copying pad of some kind and the blackboard lessons preserved should be copied upon leaflets and put into the children's hands for review lessons.

By the end of the first semester pupils should have read at least two primers, *beside much reading from the blackboard.*

## FIRST GRADE. "A" CLASS.

Lessons prepared by the teacher or selected from reading books based upon the study of plants, animals, the human body, and literature.

During this semester, Stepping Stones No. 1, and at least two other First Readers should be completed, or an equivalent amount of matter read.

The language work should be closely related to the reading during the primary grades.

Phonics: Training in vocalization. (See circular.)

## SECOND GRADE. "B" CLASS.

In this class pupils should read an equivalent of half of Stepping Stones No. 2 and two other readers, or an equivalent amount.

Phonics: Training in vocalization. Make lists of rhyming words. Practice in the discovery of rhymes by children.

Give blackboard exercises as preparatory to lessons from the reader. In addition, give blackboard exercises from material related as closely as possible to the child's interests and experiences.

## SECOND GRADE. "A" CLASS.

Pupils should complete three Second Readers and much supplementary reading matter.

Phonics: Training in vocalization. (See circular.)

## THIRD GRADE. "B" CLASS.

Pupils should read an equivalent of half of Stepping Stones No. 3 and two other Third Readers and much supplementary matter. The matter selected should be appropriate to the work in other subjects.

Phonics: Families of words; simple rules for the addition of participial endings and of syllabication. (See circular.)

## THIRD GRADE. "A" CLASS.

Lessons selected from Stepping Stones No. 3, and other Third Readers and supplementary readers such as may be readily correlated with work in other subjects, especially nature study, geography, history, and literature.

At the end of this grade pupils should be able to read readily and in pleasing style any matter whose thought and language is within *their* comprehension.

The sound drill should have given them power to call new words, and the use of the sentence as a unit should have enabled them to grasp the thought of the author readily.

Phonics: A continuation and extension of the work outlined for "B" Third.

#### FOURTH GRADE.

From this time on the reading matter should be carefully selected, good literature, adapted to the mental powers of the children, and material relative to the other subjects of the curriculum.

Children should now be able to read fluently and for the sake of what they read. While continued attention should be paid to the art of reading, the pupils should always realize that they are reading as adults read—to get at the thought of the author—and not for the sake of going through with the school exercise.

#### "B" CLASS.

Lessons selected from the Fourth Reader, Stepping Stones, from the supplementary readers, and from other good literature, relating to the other topics in the curriculum, particularly nature study, geography, and history.

Phonics: The standard rules for spelling and syllabication.

#### "A" CLASS.

The same as outlined for "B" Class.

Historical and mythological tales are here appropriate.

Phonics: The same as outlined for "B" Class.

#### FIFTH GRADE. "B" CLASS.

Fifth Reader, Stepping Stones, and matter selected from geographical, historical, and other readers, and from good literature appropriate to the work of the grade.

#### FIFTH GRADE. "A" CLASS.

The same as "B" Class and good literature appropriate to the work of the grade.

#### SIXTH GRADE. "B" CLASS.

Sixth Reader, Stepping Stones, and much reading matter selected from standard authors, and, in so far as possible, correlated with the

work of the other departments, particularly nature study and the picturesque features of geography.

#### SIXTH GRADE. "A" CLASS.

The same as "B" Class and much good literature appropriate to the work of the grade, especially historical tales and poems.

#### SEVENTH GRADE. "B" CLASS.

Seventh Reader, Stepping Stones, and other literature, especially by American authors, and relating to periods of American history.

#### SEVENTH GRADE. "A" CLASS.

Same as "B" Class.

#### EIGHTH GRADE. "B" CLASS.

Eighth Reader, Stepping Stones, and other literature selected from English authors relating to English history.

Good literature in general.

#### EIGHTH GRADE. "A" CLASS.

The same as "B" Class.

The literary excellence of selections read should be noted.

### SPELLING.

#### FOR ALL GRADES.

The spelling lessons are to be upon words used by the children in other subjects. In all grades above the first there must be every day a formal spelling lesson upon words selected. The list of words should be selected from the various lessons, and should include words misspelled or likely to be misspelled by the children in any written exercise.

In the primary grades these words should be classified by the teacher. Lists of words given should, in so far as possible, be preserved for review. New words occurring in any lesson which the children are not able to read at sight or by spelling should be placed before them at once, and the pronunciation clearly given, with divisions of the words into syllables. In all grades, particularly in the primary, sight spelling is a most valuable exercise, and if conducted with care and frequency, will in many cases prove almost sufficient for the instruction in spelling.

In formal spelling, from the outset, children should learn to divide into syllables. The sounds of the letters should be taught, but of more value than all special drill is the correct spelling of all words in all written exercises. In one sense, every lesson is a language lesson and a spelling lesson.

Children should from the first be taught to use the dictionary. They should be instructed never to write a word unless they are sure of its spelling, but to look up the proper spelling before using.

There is no one method by which spelling may be taught. Teachers must see to it that all the methods indicated above are employed. In the fifth and eighth grades the use of the spelling book is provided for review purposes.

Oral spelling must not be neglected in any grade and must precede the written in the primary grades. Such oral spelling must include syllabication.

## WRITING.

### FIRST GRADE.

During the first year the writing should be wholly with white crayon on the blackboard, or with very large pencils on large sheets of paper, such as is used for newspaper, *unruled*. These sheets should be as long as the school desk and not more than six inches wide. During the first three months all the writing should be upon the blackboard, and in the "A" First most of the writing should be upon the blackboard. Large, free-arm movements should be encouraged. Exercises should be given in the air and on the board to cultivate freedom and ease of curvilinear motion. •

The writing book should not be used at all in this grade.

### SECOND GRADE.

Continue writing upon the blackboard and large sheets of paper, gradually reducing the size of the letters. Allow in the "B" Class the use of a large pencil upon unruled paper. The paper used should be long, but not more than six inches wide.

### THIRD GRADE.

The most valuable writing lessons are the ordinary writing required of the child in his spelling, language, and other written work.

The Natural System of Vertical Writing, Book II., should be used for necessary drill.

*In using the writing book, always begin with the bottom line, and*

advance toward the top of the page. The children will thus avoid copying their own writing.

#### FOURTH GRADE.

All written work and Writing Book No. III. (See directions for Third Grade.)

#### FIFTH GRADE.

All written work and Writing Book No. IV.

#### SIXTH GRADE.

All written work and Writing Book No. V.

#### SEVENTH GRADE.

All written work and Writing Book No. VI., when needed for necessary drill.

#### EIGHTH GRADE.

All written work and Writing Book No. VII., when needed for necessary drill.

### THE ARTS OF EXPRESSION.

In a general way, the work of the school concerns itself with thought and its expression. As man thinketh in his heart, so he is. But he may hope to impress what he is upon others, to make his thinking or himself a factor in society, only as he is able adequately and accurately to express himself in ways comprehended by others. Thought and its expression cannot in reality be separated. In a sense it may truthfully be said that thought is all important while the form of expression is wholly subsidiary. But the thought unexpressed accomplishes little, and perfect expression is necessary to the perfect fruition of the thought.

On the other hand, all attempts to consider expression apart from thought result in absurdity, though in mature years, after the arts of expression have been acquired through use, they may be studied as to their technique or method.

In the earlier years, when the power to think and the power to express are being developed together through the entire range of the *child's* associations and activities, any attempt to separate definitely the *arts of expression* from the thoughts to be expressed and consider them

as independent entities is psychologically wrong and results in hollow imitation.

Hence, in the elementary grades of school the various arts of expression should be used naturally, to express worthy thoughts which have been stimulated in the child's mind by his material and spiritual environments.

Little attempt should be made to differentiate the arts from the thought which they aim to express. The various means by which children naturally express themselves are gesture, play or dramatic representation, the graphic arts, as writing, drawing, painting, the constructive arts, generally classed under the head of manual training, and, most important of all, language or speech. This is the most nearly universal form of expression and is most characteristic of human beings. It is so inseparably connected with man's thoughts and his ideals that to study it truly is to study spiritual man.

In the earlier years of the school course the child is absorbing the spirit of his environment at every pore of his mind. He is entering into his inheritance, the world of nature about him and the spiritual achievements of the human race. He is growing at a marvelous rate. I do not mean that he is *learning about* this heritage, but he is entering into it. It is vital to him, becomes a part of him. Often the school positively interferes with this growth. It alienates the child from his spiritual heritage, diverts his mind to hollow imitations of life, deprives his activity of spiritual vitality and significance.

Especially is this true of the attempts to teach the arts of expression, notably language.

## LANGUAGE.

In teaching language in the elementary school the first step is to stimulate thought. This is effected through all the activities of the school life.

The second step is to encourage the child to express his thought with perfect freedom, for perfect freedom is the prime essential of adequacy.

The third step is to impress upon his mind the importance of accuracy and fitness in the use of language.

The fourth step is to teach him how to secure such accuracy and fitness through the use of conventional forms without losing his freedom.

Hence pure technique occupies a late and inferior place in language *teaching in the elementary grades.*



Power to use language is acquired by its use. All language used should be correct in all respects.

The child's thought determines its form. This is at first simple, and gradually increases in complexity with advancing age and growing knowledge; hence, new difficulties will continually arise which need to be met by proper explanation and practice at the time; for example, in regard to the use of punctuation and capitals. The child first expresses himself in short, disconnected sentences. Punctuation for such expression is very simple. As conjunctions and pronouns are introduced to make the compound sentence somewhat more elaborate punctuation is required. Later, with the use of the complex sentence, which is naturally employed to express more complex thoughts, other rules of punctuation are necessary and should be given as needed. To give rules for punctuation and then compose exercises to illustrate them, before the child has need of them for the natural expression of his thought, is to begin at the wrong end and work backwards.

If no attempt is made to force technique upon pupils before it is needed, teachers will find that the difficulties have been greatly reduced in number and can be readily classified. As difficulties arise and definite instruction is required, such instruction should be given in definite lessons and repeated until the points are made perfectly clear and right habits started.

The following outline consists mainly, especially for the earlier years, of suggestions as to proper thought material to be used as a basis of language instruction, with the mention of sources in some cases. Suggestions appearing here and there that certain technical points be enforced in certain grades do not mean that they are to be ignored in other grades, but imply that in the average school teachers will find need of enforcing these points in the grades indicated.

### FIRST GRADE.\*

#### SUGGESTED MATERIAL:

Literature—Stories and poems drawn from the Readers, the "Graded List" and other sources.

Nature—(Geography—material; environment).

Social Environment—Home Life—School Life. The child in simple economic relations—as to the various people who supply his want—

History—Stories of Heroes. In particular, stories suitable to the celebration of national holidays and for other patriotic occasions.

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\* NOTE.—Allow no paraphrasing of poetry in any grade.

Art—Pictures representing action, especially those illustrating some of the other subjects studied.

SUGGESTED EXERCISES: All oral in the "B" Class.

The development of words, through their use in oral sentences.

Much conversation about experiences and observations connected with the various topics suggested above, encouraging the greatest freedom.

Word games and sentence games.

Study and description of pictures telling stories.

Memorizing verses.

Retelling of stories.

Dramatizing of stories, poems and pictures.

In the "A" Class introduce a little written work.

Encourage freedom of expression.

By example rather than by precept impress upon children correct forms, especially as to the use of capitals and punctuation.

## SECOND GRADE.

### SUGGESTED MATERIAL:

Literature—Stories and poems drawn from the Readers, the "Graded List" and other sources.

Nature—(Geography—material; environment).

Social Environment—Home Life—School Life. The child in simple economic relations—as to the various people who supply his wants.

History—Stories of Heroes as stated for first grade and also stories of primitive people and the child life of other lands.

Add lessons on human body.

Art—Pictures representing action, also those illustrating some of the subjects studied.

### SUGGESTED EXERCISES:

Development of the meanings and uses of words employed in stories, nature lessons and readers.

Telling stories for oral reproduction. Development upon the blackboard of connected stories and descriptions from sentences given in conversation by the children.

The copying of such sentences and stories by children. Mostly oral; written work on blackboard and at desks, always under the direction of the teacher.

A very limited amount of dictation and always of connected thought.

The silent reading of short selections by the children, who afterward reproduce them orally.

The co-operative illustration upon the blackboard of scenes and stories orally produced by them.

The memorizing of at least one poem each month.

Dramatizing of stories, poems and pictures.

Introduce children gradually to compound statements by the use of simple connectives and relative pronouns.

See that children use correctly inflected forms, capitals and punctuation marks.

### • THIRD GRADE.

#### SUGGESTED MATERIAL:

Literature—Stories and poems drawn from the Readers, the "Graded List" and other sources.

Nature—(Geography—material: environment).

Social Environment—Home Life—School Life. The child in simple economic relations—as to the various people who supply his wants.

Stories of Heroes, in particular world heroes, myths.

The study of community life, in particular, that of the early settlers of this State.

Social and industrial life of primitive people in connection with the geography.

Art.

#### SUGGESTED EXERCISES:

The same as those suggested for the second grade and written reproductions of exercises and stories. Original written discussions and stories.

Give no technical grammar, but simply see that the correct forms required in each case are used. Lead children to use freely complex sentences.

Daily written lessons on the blackboard. Pen and ink work begun. Letters.

Emphasis should still be on oral expression, always under the care of the teacher.

### FOURTH GRADE.

#### SUGGESTED MATERIAL:

To be drawn mainly from the outlines of other subjects as in the third grade, but somewhat more specifically used; in particular, much use of historical studies and of written and oral statements of *geographical* topics.

Nature study.

Stories and poems from standard authors.

#### SUGGESTED EXERCISES:

Continue the work of the third grade in sentence construction and in the correct use of sentences of different kinds.

Require much oral reproduction and original work, both oral and written; oral should always precede written work.

Give attention to paragraphing. Compositions may now take more definite form. Make use of the letter form, seeing that all the details of heading, subscription and address are properly used. Encourage freedom and independence of expression and avoid much use of regular outlines.

Encourage pupils to find and reproduce short anecdotes and short stories of animals.

Select and copy choice passages, descriptive of people and places.

### FIFTH GRADE.

#### SUGGESTED MATERIAL:

To be drawn from the child's environment and other subjects of the curriculum. History, Literature, Geography, Nature Study.

#### SUGGESTED EXERCISES:

Continuation of the work of the third and fourth grades.

Give much writing upon varied topics.

Continue oral work.

Encourage the use of a large vocabulary.

Introduce much word study in connection with the study of literature. Incidentally use varied forms of composition, as letters, essays, newspaper paragraphs, debates, discussions, fanciful sketches, simple business letters.

### SIXTH GRADE.

#### SUGGESTED MATERIAL:

To be drawn from the child's environment and other subjects of the curriculum. History, Literature, Geography, Nature Study.

#### SUGGESTED EXERCISES:

Continue the work of the fifth grade.

Give considerable attention to the exact use of the sentence.

See that written work is divided into proper paragraphs in this as in all grades.

*Allow only correct inflectional and other conventional forms.*

## LANGUAGE AND GRAMMAR.

### LANGUAGE.

#### SEVENTH GRADE.

Continue the work suggested for the sixth grade, drawing upon all the available sources for material, so that the thought studies and the expression studies shall be mutually helpful.

#### SUGGESTED EXERCISES:

- Articles and stories on topics drawn from history.
- Sketches of characters in books read.
- Fanciful sketches and descriptions of books read.
- Descriptions of journeys.
- Letters of invitation, acceptance, and regret.
- Business letters.

### GRAMMAR.

#### SEVENTH GRADE "B."

Definite, careful instruction in formal grammar should begin with this grade.

The unit of the work is the simple sentence.

Pupils should master the simple sentence thoroughly and be able to recognize subject, predicate and object, and should be drilled upon paradigms and inflectional forms as needed.

Parts of speech—Nouns, Pronouns, Verbs and Adjectives.

#### SEVENTH GRADE "A."

Parts of speech.

With the simple sentence still as a unit, make a more extended study of nouns, pronouns and adjectives.

Treat fully adverbs, appositives, predicate-nominative.

Continue work upon paradigms and inflectional forms.

Grammar lessons three days in the week throughout this year.

### LANGUAGE.

#### EIGHTH GRADE.

#### SUGGESTIONS AS TO MATERIAL:

*The whole of a child's life, particularly the other subjects of the curriculum.*

## SUGGESTED EXERCISES:

Much writing in various forms upon varied topics.

Much oral work.

Discussion of historical themes.

Character sketches. Reproduction.

Reproduction of stories.

Synopsis and review of books read.

Advertisements, applications, and business letters.

Business forms.

NOTE.—Allow no paraphrasing of poetry in any grade.

## GRAMMAR.

## EIGHTH GRADE "B."

The compound sentence. A careful study of its construction.

Analysis of simple and compound sentences.

Study of verbs and phrases.

## EIGHTH GRADE "A."

Complex sentence. Study of its construction.

Analysis of simple, compound, and complex sentences.

Clauses, relative pronouns and other connectives.

Grammar lessons three times per week throughout this year.

## HISTORY.

In teaching the history of any nation or time, the first step is to select certain centers of crystallization about which facts and events of inferior significance naturally group themselves.

Such centers may be the names of great leaders, places which were the scenes of momentous occurrences or events of crucial significance. For example, Bunker Hill, Abraham Lincoln, The Dred Scott Decision. In teaching young children, the centers selected should be picturesque if possible. But they should always have a vital, causal relation to the units clustering about them.

Thoroughness in teaching history requires true perspective, the proper relation of events especially as to cause and effect. It is not necessary that *all events* be recorded, but that those recorded have significance and appear in due proportion.

A mere stringing together of occurrences of varying significance upon a plane of apparent equality, dissipates interest and produces as a result the opposite of thoroughness.

In the following outline but few centers are named, and it is left to the teachers to name more if necessary and to cull and relate facts of minor significance in their proper places.

Send children to available sources for their information. *Do not write on the blackboard for them to copy in note-books.*

If note-books are used, it should be to record the discoveries of the children as the result of searching the available sources of information.

### FIRST GRADE.

#### THE FAMILY :

Indian Life ; Docas ; the Indian Boy, or Hiawatha.  
Eskimo Life ; Agoonack.

#### WORLD STORIES :

Fairy Tales.  
Nature Myths.

Stories relating to national and other festivals, particularly those having a patriotic purpose.

### SECOND GRADE.

#### HISTORIC HOMES (Primitive) :

Cave Dwellers.  
Cliff Dwellers.  
Tent Dwellers.  
Lake Dwellers.

#### HISTORIC HOMES (Ancient) :

Greek.  
Roman.  
Saxon.  
Stories suitable for the observance of National holidays.

#### WORLD STORIES :

Nature Myths.  
Fables.

### THIRD GRADE.

#### LOCAL HISTORY :

Stories associated with Rochester and with New York City and State.  
Stories suitable for National holidays ; in particular, stories of bravery.

During November treat of the community life of the early settlers of this state.

WORLD STORIES :

Great myths taken from the great national epics, such as Beowulf, Siegfried, Achilles, Aeneas, Rama.

FOURTH GRADE. "B" CLASS.

WORLD STORIES :

Stories of Nomads, as Abraham, Moses, Eric, Clovis, Magellan.  
Stories of old Greece.

FOURTH GRADE. "A" CLASS.

Stories of the Explorers and Discoverers of the Western Continent.

FIFTH GRADE. "B" CLASS.

Stories of United States History.  
Stories from Irving.

FIFTH GRADE. "A" CLASS.

WORLD STORIES :

Norse Stories.  
Heroes of Conquest and Empire ; as :  
Alexander the Great.  
Caesar.  
Joshua.

SIXTH GRADE. "B" CLASS.

WORLD STORIES. (Two days in each week) :

Stories of Chivalry.  
Arthur and His Round Table.  
U. S. History. (Use books for reference). Two days in each week). Mowry. History stories both general and of the United States.  
Peter, Gustavus Adolphus, Charlemagne, Napoleon, William I.

SIXTH GRADE. "A" CLASS.

WORLD STORIES. (Two days in each week) :

The Legends of Early Rome.



Historical stories of Europe, Asia and Africa.

Mohammed, Kublai Khan, Hannibal.

U. S. History. Mowry. (Suggested topics from which teachers may make selection).

This work should be largely story work, connected with geography and literature. It should be picturesque, leaving vivid pictures in the children's minds. It should not be bare memory work, but should lead to much investigation by the children and should develop much interest. Good literature should be constantly employed to enforce and vivify the history tales.

#### SEVENTH GRADE. "B" CLASS.

United States History.

Prehistoric Period (briefly treated).

Review, explorations and settlements.

Topics suggested:

English influence on the various colonies, Dutch influence, French influence, Spanish influence.

French and Indian War.

Revolutionary Period.

Causes of Dissatisfaction.

Boston Tea Party.

Patrick Henry.

Benjamin Franklin.

Thomas Jefferson.

George Washington.

Alexander Hamilton.

Arnold and Andre.

Declaration of Independence.

#### SEVENTH GRADE. "A" CLASS.

Battles and campaigns of the Revolutionary War:

Lexington.

Long Island.

Retreat across New Jersey.

Trenton.

Philadelphia.

Valley Forge.

Monmouth.

Burgoyne.

Yorktown.

The building of the Constitution.  
Early development of the West.

# EIGHTH GRADE. "B" CLASS.

United States history continued.

## TOPICS SUGGESTED:

Mexican cessions.  
Slavery.  
American statesmen and orators—  
Clay.  
Webster.  
Calhoun.  
Development of the government.  
Causes of the Civil War.  
Heroes of the Civil War—  
Lincoln.  
Grant.  
Sherman.  
Sheridan.  
Lee.  
Important battles and campaigns of the Civil War—  
Peninsula.  
Mississippi.  
Gettysburg.  
Sherman's March.  
Wilderness.  
Virginia.  
Appomattox—Close of the Civil War.  
The growth and work of the navy.  
The South—  
Before the War.  
The Confederacy.  
Reconstruction.

# EIGHTH GRADE. "A" CLASS.

Growth of the United States.  
Territory.  
Population.  
Wealth.  
Influence.  
Literature.

Science.

Review.

Four days in the week, United States history by topics.

One day in the week, Civics. See Circular.

## GEOGRAPHY.

The object in teaching Geography in school is to make the child acquainted with the earth as the home of man, the scene and the partially determining condition of his movements and achievements.

It should give him definite knowledge of a few important geographic facts, such as will supply him with stimulus and a key to further knowledge.

It should acquaint him with the common dependence of all men upon one another and upon their physical environment.

It should show the relation between habitat and plant and animal life, and how economic conditions are largely the product of such relations.

In particular, it should enable him to understand the triumphs of man over adverse material surroundings and put him in possession of such knowledge as will enable him to use the environing world to the best advantage.

### FIRST GRADE.

Study of plants and animals and natural phenomena, as forms of water.

Study of the home life of the child: such various interests and occupations as immediately affect the home life.

(Observing weather: weather vane, points of compass, making calendars.

### SECOND GRADE. "B" CLASS.

Calendar work.

Review of the work of the preceding grade.

Enlargement of the immediate home life in its relation to other homes.

Observations made of plant and animal life and natural phenomena by field excursions, and through the use of such material as can be brought into the school room.

Direction: Winds (vane set), physical forces (story of Ulysses).

## SECOND GRADE. "A" CLASS.

The child life of the various countries of the world, as affected by climate and physical environment.

This should be given to the children simply and in sharp contrast with their own, and should include the simple phases of social life and industrial life in other countries.

At this stage "natural phenomena," "land and water forms," "points of compass," and "maps" should be more thoroughly developed.

All should be in story form.

## THIRD GRADE. "B" CLASS.

Review of the work of the preceding grade.

Forms of land and water studied from local observation.

Drawing to scale.

Stories of the early settlements in Rochester and New York, with geographical reasons.

## THIRD GRADE. "A" CLASS.

Work of "B" Class continued.

Local geography: Historical, Physical, Political.

To be outlined in detail to meet conditions.

## FOURTH GRADE. "B" CLASS.

## THE WORLD.

This study should include form and relative size of the earth, simple zone study with reference to heat and cold, trade winds of hot belt, westerly winds of cold belt, plant and animal life, etc., and a study of the chains of highlands, forming the "backbone" of the lands, simple physiographic processes and the elements of drainage.

## DIVISIONS INTO CONTINENTS.

NOTE.—This study is to serve as a basis for the special study of each continent in its relation to the whole.

Continents in general should be studied as to:

1. General relief and relative size.
2. Their drainage and such features of their coast line as have an important bearing on commerce.
3. Their important political divisions.
4. The life of the people, and their important industries.

5. Their commerce, and a brief description of the plant and animal life in so far as these enter into the industries and trade.

#### FOURTH GRADE. "A" CLASS.

##### THE WESTERN HEMISPHERE.

North America, considered topically, as follows:

Relief.

Drainage.

Soil.

Productions.

Industries.

Facilities for transportation, and commerce.

Central America and South America studied along lines similar to those laid down for North America and in relation to it.

#### FIFTH GRADE. "B" CLASS.

The United States, first as a whole, then by sections, under the following heads:

Physical.

Industrial.

Social.

Historical.

#### FIFTH GRADE. "A" CLASS.

The Eastern Hemisphere studied along the lines laid down for the study of the Western Hemisphere.

#### SIXTH GRADE.

The world by continents and countries.

B—Western Hemisphere (excepting U. S.) and Europe.

A—Asia, Africa and Oceanica.

#### SEVENTH GRADE.

The United States in connection with its history.

#### EIGHTH GRADE.

Commercial Geography.

Physical Geography.

## NATURE STUDY.

It should be understood that throughout all the work in Nature Study the children must have an opportunity of studying the actual living specimens. Many of the specimens will live and grow in the school room; but frequent excursions to study them in their natural surroundings are absolutely necessary. Short excursions to the school grounds and immediate neighborhood may be made often, and longer ones to the parks and country occasionally.

The teacher should require accurate observation and clear and truthful expression. The language and drawing lessons may be very profitably based on this work. Every topic should be studied in its economic relation. Nature Study is very closely connected with geography and should be correlated with it. Nature Study should also be correlated with literature. Care must be taken, however, that children do not read on any subject until after they have made their own observations.

It is not expected that the teacher will take up all of the topics suggested for each year; but she may choose those which are best suited to the needs and opportunities of her pupils.

### FIRST GRADE.

#### FALL.

Color; fields, trees, sky, birds, flowers, charts of leaves and fruits.

Gardening; farm life, with excursions to farm.

Study of some common tree, as horse chestnut, apple or maple; leaves, fruit, uses.

Preparation of plants for winter.

Moths and butterflies; development, preparation for winter.

#### WINTER.

Color; snow and shadows, bare fields, forests, fruits.

Study of common vegetables and fruits.

Plant passivity.

Study of same tree continued; trunk, branches, bark, buds; study of some common evergreen, as pine or Norway spruce.

Domestic birds, as hen, duck, pigeon, canary, parrot; comparison of structure as related to food and habits; family life and care for young.

#### SPRING.

Color; opening buds and leaves, flowers, birds, insects.

Spring awakening of life.

Study of the same tree continued; opening of buds, flowering, formation of fruit, uses of tree.

Gardening and farm life.

Moths and butterflies.

Simple talks on the weather throughout the year; sunshine charts.

Stories and poems.

## SECOND GRADE.

### FALL.

Gardening and farming.

Study of tree as in first grade, as poplar, elm, oak or chestnut.

Dissemination of a few common seeds; dandelion, milk-weed, stick-tight, burr, maple.

Fruits; apples and apple-like fruits, stone fruits, nuts, berries.

Grasshoppers, locusts, crickets.

### WINTER.

How plants and animals pass the winter.

Study of tree continued; also cedar or hemlock.

Study of vegetables and fruit continued.

Conditions of germination; experiments to show effect of moisture, heat and light.

Let the children plant flower seeds, as sweet pea or nasturtium, and watch germination and growth to fruiting.

Comparative study of cat and rabbit, or other unlike animals.

### SPRING.

Gardening and farm life.

Rise of sap; opening of buds; springing up of plants from underground parts.

Tree study continued.

Recognition of a few common flowers.

Wild birds, as robin, English sparrow, crow, oriole; food habits, family life, use to man.

Forms of water; wind and directions; weather charts of sunshine and wind.

Stories and poems.

## THIRD GRADE.

### FALL.

Recognition of common flowers.

Trees; kinds of oaks and maples; other common deciduous and

vergreen trees of neighborhood and in the parks ; ready recognition of them at all seasons ; uses to man.

Comparison of seeds, as to mode of dissemination ; use of various fruits to plants.

Planting of wheat.

Insect homes ; leaf rollers and miners, galls, tents, nests of wasps, bees, ants.

Migration of birds.

WINTER.

Tree study continued.

Study of cereals.

Germination of squash, pumpkin, bean, or pea ; corn or wheat ; careful study of stages in each ; drawings made.

Domestic mammals ; horse, cow, sheep, etc. ; habits, structure, comparison, uses, products.

Experiments on air, heat, wind, thermometer, temperature.

SPRING.

Trees and flowers.

Planting of corn ; study of wheat and corn plants.

Wild birds ; spring migration and nesting habits ; uses to man.

Insect homes continued.

Cloud forms.

Weather charts of wind, sunshine, cloud forms, and temperature.

Poems and stories.

#### FOURTH GRADE.

FALL.

General plant relationship ; no study of parts of flower by children, but simply recognition of relationship ; study of sunflower and comparison with other composites collected by children ; study of mint family.

Leaf venation ; parallel and netted veined leaves.

Bird habits continued.

Study of bugs and beetles ; aquaria with water insects.

WINTER.

Germination of various plants having one and two cotyledons to compare ; drawings.

Wild mammals in groups as far as can be studied ; domestication ; relations to man.

Comparison of food habits and adaptation of animals already studied.



## SPRING.

Lily, rose, and butter-cup families, studied in the same way as the composite family.

Leaf venation.

Study of flower parts sufficiently to recognize that parts of one group are usually in threes, never in fives, while parts of other groups are often in fives. Children by this time should be able to separate the plants they find into the two great groups of monocotyledons and dicotyledons, and discover the distinctions for themselves.

Study of birds and insects continued.

General problems relating to seasons as suggested by United States Weather Bureau.

Effect of climate on man.

Stories and poems.

## FIFTH GRADE.

Wood; kinds; appearance in various sections; value of different kinds.

Forests; growth; enemies; preservation; lumbering.

Study of important plant families; flower parts.

Continued classification into groups of monocotyledons and dicotyledons.

Recognition of great groups of algæ, fungi, mosses, ferns, gymnosperms, angiosperms.

Clam, snail, cray-fish, lobster; fish; life habits.

Changes in coloration; protective coloration of mammals, birds and insects.

How insects live; how they breathe; how they eat; experiments with food plants.

Literature.

## SIXTH GRADE.

Work of flower parts; pollination, wind and insect; provisions to prevent self-pollination and to secure cross-pollination.

Growth of fruit from flower; careful study of various examples.

Study of different kinds of fruit as to provisions for seed dispersal.

Roots; work, adaptations.

Stems; work, adaptations.

Leaves; work, adaptations.

Locomotion of various vertebrates and adaptations.

Bees, wasps, and ants.

Common minerals; formation of rocks, as shale, sandstone, conglomerate, limestone, granite, etc.; building stones; formation and transportation of soil.

Literature.

#### SEVENTH GRADE.

Ecological factors; heat, water, soil, light, wind.

Plant societies.

Weeds and useful plants, with especial study of economic relations.

Differences between wild and cultivated plants; methods by which our food plants have been produced from the original wild stock.

Development of frog and toad; water insects; study of habits in aquaria.

Simple experiments in Physics.

Literature.

#### EIGHTH GRADE.

General physiology of plants and animals; experiments.

Physics.

Economic relations of animals and insects.

Literature.

### PHYSIOLOGY AND HYGIENE.

Instruction in Physiology and Hygiene with especial reference to the effects of narcotics must be given from the approved text-books in all grades in which it is required by law.

### SUGGESTIVE OUTLINES TO SUPPLEMENT THE COURSE OF STUDY.

Prepared by ADA VAN STONE HARRIS,

Supervisor of Kindergarten and Primary Schools.

#### THE INCIDENTAL TEACHING OF NUMBER IN THE FIRST GRADE.

*This teaching should be incidental, not accidental.*—That is, such teaching should not be left to chance, but should be given whenever the use of number is necessary for the clear imaging of objects or their relations. This will be found to be the case frequently in nearly all the subjects of the curriculum.

The teacher should watch for opportunities to employ number defi-

nately, and should even make them whenever the subject matter under consideration is suitable.

It should be remembered that most children entering the first grade, especially those coming from the kindergarten, have already a considerable stock of number ideas. The number sense is then quite alert. The teacher should see that none of this is lost, but that the development thus indicated continues rationally without break.

“Unless there is to be arrested development when the child enters school, some function must be found with reference to which he may utilize his ability to count—*the number sense becomes vitilised and truly educative at this point by being largely directed towards the definition of values in the form of measurements.*”—DR. JOHN DEWEY.

The first exercises should be *counting* and *making comparisons*. For these the children are ready. *In all cases first ascertain what the children can already do, then proceed to increase their knowledge and power.*

#### B CLASS—FIRST GRADE.

COUNTING.—In counting the child gets an idea of the *whole*, the *parts* and the *how many*.

Start with a whole and count by *single* things; *e. g.* Count the number of girls in the room, of boys, of children, of desks, etc. Test how far the number names are significant; *e. g.* name the number and have corresponding objects selected.

Count thus two rows of girls, of boys, of desks, of blocks; how many twos? Count pairs of eyes, how many pairs? Pairs of hands, how many pairs, etc., etc.

Count groups of three, how many threes? etc. Groups of four, etc. Count the same quantity with different units or groups, *e. g.* these twelve pupils: by twos, how many? By threes, by fours, by sixes, etc., to determine the different numbers (how many), that measure the same quantity. Count different quantities with the same unit of measure.

This lot of six (pupils, etc.,) by threes.

This group of twelve by threes.

This group of fifteens by threes, etc.

Toy money may be used with advantage for counting.

#### COMPARISONS.

This should be first indefinite then definite. Have pupils make comparisons involving ideas of more or less, larger or smaller, *e. g.* the length of the desk is greater than the width, etc. One child is

larger or smaller than another. One pile of books is higher or lower than the other.

A line is long or short in comparison with another, etc.

Draw lines of varying lengths on the board and have pupils measure to find number of inches long, etc.

Draw triangles, squares, rectangles, etc., and have pupils measure sides and find number of inches, etc.

### A CLASS—FIRST GRADE.

Measurements,—Counting may be extended to exact measurements.

Count the number of inches in a foot.

Count the two inches in this foot rule (or line) ; the three inches, etc.

Count the number of three inches in lines, ten, twelve, fifteen, eighteen inches long, and so on.

Cut out of card board strips respectively one inch, two inches, three inches, twelve inches, etc., long by one inch wide. Ask pupils to select the three inch strip, the five inch strip, etc.

Make squares whose sides are respectively two, three and four inches.

Make oblongs two inches by three inches, three inches by four inches, four inches by five inches, etc. Divide into square inches, etc.

Make simple measurements with the foot rule and tape measure, *e. g.*, measure the width of a desk, sides of the room, length of table, height of children, the number of inches around head, around chest, etc.

Measure the distance between points with the foot rule, the yard stick.

What number do you get? How many feet? How many yards?

Measure from finger tip to finger tip.

Measure from crown of head to sole of foot, etc.

The regular occupations will suggest many similar exercises.

Employ figures naturally that children may learn their uses.

## ARITHMETIC.

### MATERIAL NEEDED.

Blocks, acorns, horse chestnuts, shells, etc., are valuable for counting. Every child should have a foot rule, marked in inches for measuring and *objects of various sizes* for comparison.

Children during the first year should learn to count by twos, threes, fours. They should also become thoroughly familiar with the proper use of terms for comparison of units or objects, and acquire a knowledge of inch, foot, and yard as units of linear measurement.

"Thought consists in the establishment of relations. There can be no relations established, and, therefore, no thought framed when one of the related terms is absent from consciousness."—H. SPENCER.

### B CLASS—SECOND GRADE.

The suggestions for the first grade should be reviewed and elaborated.

Counting by 2's, 3's, 4's, 5's, 6's, etc.

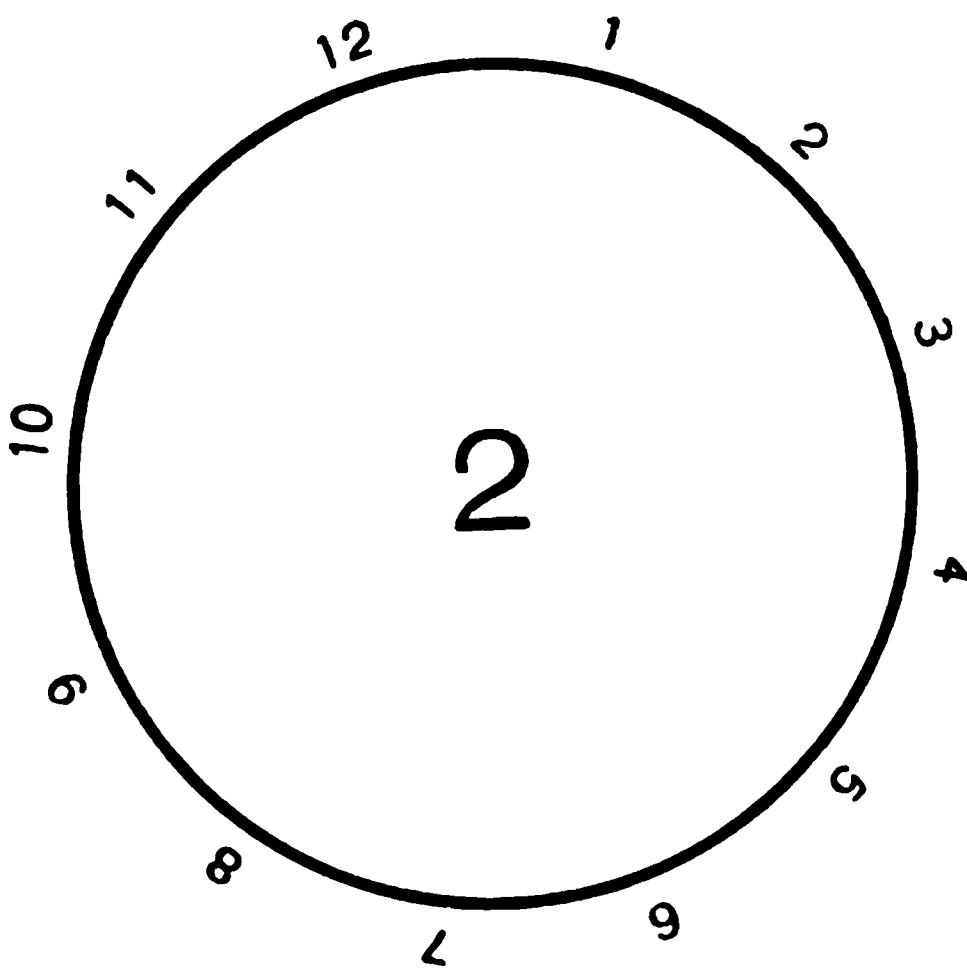
Comparisons of objects of various sizes.

Continue the use of foot, inch and yard through actual measurements.

The object in this grade, as is in the first, is to create an interest in number by dealing with familiar things, rather than abstract quantities.

Have pupils ascertain for themselves prices of various articles used in and about the home, ranging in price from one to twelve cents, or from one to twelve dollars. Make lists of such articles and have pupils evolve problems. For example:

GROCERY STORE.				DRY GOODS STORE.			FRUIT STORE.
Sugar . . . . .	6	cents	per pound.	Calico . . —	cents	per yard.	Oranges.
Raisins . . . . .	11	“	“	Thread . —	“	“ spool.	Dates.
Lard . . . . .	10	“	“	Needles . —	“	“ paper.	Apples.
Beans . . . . .	7	“	quort.	Hose . . —	“	“ pair.	Grapes.
Soap . . . . .	3	“	cake.	Mittens . —	“	“ “	Figs.
Starch . . . . .	4	“	pound.	Ribbon . —	“	“ yard.	Peaches.
Tomatoes . .	9	“	can.	Pins . . . —	“	“ paper.	Pears.
Clothespins	2	“	dozen.				
Crackers . .	5	“	pound.				
Currants . .	8	“	“				



The numbers around the circle are the prices of articles which the pupils have found. The figure within the circle shows the *number* of articles to be bought. Teacher points to three, and pupil buys two of something at three cents. For *example*: If a cake of soap costs three cents, two cakes will cost six cents.

This forms a practical basis for the multiplication table.

The reverse relations may also be taught—pupils readily see that “if two pounds of sugar cost twelve cents, one pound will cost six cents.”

The figure within the circle should be changed when the children are thoroughly conversant with the one in use.

A list should always be kept on the blackboard, and the prices changed from time to time, according to the market.

In connection with this work the table of weights and measures should be developed. Children should handle the various measures and be allowed to measure freely.

#### A CLASS—SECOND GRADE.

Review all the subjects previously suggested, and extend each by broader applications of the real value of things studied.

Elaborate the first pages of the Rational Arithmetic, by direct application of the steps therein evolved, in measurement and comparison, to the practical drawing and constructing of objects.

Create interest, arouse mental activity, and appeal to the sense of utility, by having children *do* at every step of the process, by allowing them to deal with familiar articles and prices.

#### OUTLINE FOR FIRST GRADE.

*This outline contains abundant suggestions of material and occupa-*

tions from which teachers should select such as they can readily follow.

DO NOT TRY TO FOLLOW THEM ALL  
DO WHAT YOU CAN DO WELL

Throughout the year use *stories* and *poems* as suggested in the course of study and the graded list, suitable for the season and correlating with the other work.

SEPTEMBER—FAMILY LIFE.

*General Theme.*—Child's interest in things about him. Home activities leading to a comprehension of the following:

*Underlying Principle.*—Right relationships. Relations with other living beings. Mutual helpfulness essential for happiness.

FAMILY LIFE.

Families—Homes of children. Homes adapted to occupants. Experiences of home life. Family relationships.

NATURE.

Other homes and families, as: Animals, insects, birds, bees, plants.

OCTOBER—INDIVIDUAL FUNCTIONS.

*In the home.*—The contribution of father; his occupation.

Mother; her duties in the home.

Brothers and sisters; their daily interests.

*The Analogy of Nature.*—The preparation for future life as observed in the care and preparation for their long winter rest.

LEAVES—Fall changes, the falling leaves.

BUDS—How formed, how protected.

FLOWERS—Their function.

SEEDS—Story of seeds, their many ways of travel.

EDIBLE FRUITS—Where and how they grow, use to nature and man.

NOTE—Classify fruits under main type forms for comparison and discrimination.

CATERPILLARS—Color, movements, where found, food. *Cocoon*  
How made, when, where. Transformation into the butterfly

BIRDS—Migration.

## NOVEMBER—HARVEST: THANKSGIVING.

*General Theme*.—Child's growing interest in activities about him. Winter preparation in family and in nature. Place of individual. Result of universal labor.

*Underlying Principle*.—Relation of family to civil society. Interdependence of nature and man. Thankfulness.

## WORK OF THE FARM.

GRAIN—Kinds, who planted them, where, how, for what? Who grinds them, where, into what? (Story from seed to loaf.)

VEGETABLES—Gathered and distributed for winter.

FRUITS—Gathered and distributed for winter.

SQUIRREL—Covering, movements, food, habits, home, work.

## PREPARATION FOR THANKSGIVING.

The First Thanksgiving—Things for which to be thankful.

Thanksgiving Celebration.

Indian Life—Hiawatha or Docas.

## DECEMBER—CHRISTMAS: DOING AND GIVING.

*General Theme*.—Children's interest in the home as the center of social and benevolent activities. In the Christmas holidays. The joy of giving—of loving.

WINTER—Frost, ice, snow (beauties of nature).

Animal life—example:

SHEEP—Covering, movements, food, habits, home.

What the sheep gives.

Santa Claus—His work for others (how we get ready for him, how we can help him).

Our work for others. *Love*—The measure of our gift.

Story of the First Christmas.

Christmas Celebration.

## JANUARY—CO-OPERATION THROUGH INDUSTRY.

*General Theme*.—The child's interest in the home, in the activities and industries about him. A fuller development of *thankfulness* and of loving and giving, leading the child through the study of other people, *to a sense of kinship with all the world*.



*Underlying Principle*—Relation of family to civil society. Gratitude, protection, interdependence and co-operation.

TIME—New Year season, month and days.

VACATION EXPERIENCES—Toys, games, etc., what the "New Year" has brought to us.

TRADES—New things that have come to us. Where they come from. Busy father who earns the money. Busy mother who cares for the home. Brothers and sisters, what they do for us. Other people that help. Woodworking, knitting, shoemakers, bakers, etc.

ESKIMO LIFE—Agoonack. Appearance of the country. Personal appearance of the people. Dress: material; how made. Homes; how built; furniture. Food: how obtained; cooking utensils. Vehicles for travel; how made; how drawn. Occupations: hunting; weapons used. Fishing boats; kinds; how made.

WINTER—Nature's rest. Color; snow and shadows, bare fields, forests. Winter appearance of trees. Observing weather, changes in length of days and nights. Snow crystals, ice.

## FEBRUARY—PATRIOTISM: RELATIONS WITH COUNTRY.

*General Theme*—Formation of ideas of patriotism, heroes, birth—days.

*Underlying Principle*—Our relation to organized society and to state, dependence.

HEROES:—LINCOLN.. The boy, his home life, games, occupations, interests, etc. Industrious, ambitious, to what he attained, etc.

WASHINGTON—The boy, his home life, games, occupations and interests. The soldier and captain.

OTHER BRAVE MEN—Policemen. Firemen. Brave children.

LONGFELLOW—The children's poet.

ST. VALENTINE'S DAY—Story of the Good Saint. Messengers of love. Postman.

PIGEON AND CANARY—Compare as to home life, habits, uses, etc.

OBSERVING WEATHER—Longer days and shorter nights. Winter observation of trees, etc.

## MARCH—BEGINNING OF SPRING.

*General Theme*—Forces of nature, children's interest in the active—

ties of nature as related to the home. Our dependence upon these. Wind, direction.

*Underlying Principle*—Unseen power behind all things. Weather vane and points of compass.

WIND—North, east, south and west wind. What each brings.

Things dependent upon wind; sail boats, wind mills, kites, etc.

What the wind does, effect upon nature, etc.

WATER—Things dependent upon water. How utilized by man; water wheels, mills, navigation, etc.

SUN-HEAT—Melting of ice and snow.

MAPLE TREES—Observe coming changes. Sap flowing, sugar.

LILY BULBS—Plant and observe Chinese lily bulbs.

PUSSY WILLOWS—Where grow, use.

#### APRIL—SPRING AWAKENING OF LIFE AND NATURE.

*General Theme*—Children's interest in the activities of nature as related to the home. Patience, waiting for results, continuity of development. Easter.

*Underlying Principle*—Right use of opportunities, reverence.

EASTER—Awakening of nature. Lead pupils to see and feel the power of the spring awakening in a few of its many expressions.

LILY BULBS—

BUDDING OF THE TREES—Observe and compare opening of buds, flowering, etc.

COCOONS—Butterflies, moths.

RETURN OF THE BIRDS—Seeking a place for homes, nests, how and where dwell, etc.

CHICKENS AND DUCKS—Food, habits, family life and care for young, etc.

RAIN—Spring showers. Observe work of rain. "Spring house cleaning."

SPRING FLOWERS—Trips to the woods and fields.

GARDENING—At home and at school.

#### MAY—LIFE IN NATURE—GROWTH.

*General Theme*—All nature is active. Freedom. Self activity. Development. Nature's expression for our benefit and pleasure.

GARDENING—At home and at school.

THE FARM—Work on the farm as related to all life. The home, etc.

FLOWERS—Trips to the fields to gather flowers; where they grow, how they grow, color, etc.

BEES—Ants, fishes and frogs, observed as to development. Where found. Activity, industry, etc.

MEMORIAL DAY—

### JUNE—BEAUTY IN NATURE.

*General Theme*—Summer changes in the home. Preparing for vacation. Growth and beauty in environment.

*Underlying Principle*—Universal relationship. Love and care of flowers, birds and other animals and for each other.

#### CHANGES IN THE HOME—

*Clothing*—Why needed, what they are.

*Food*—How different in summer from winter. Classification.

*Changes in Light and Heat*—Why more light and heat. How these are used. How we protect ourselves from them.

#### PREPARATION FOR VACATION—

Flowers, verdure, cloud, sky, rainbow, sunshine. Excursions. means of travel, locomotives, boats, trolley cars.

“Everything is unity; everything rests upon, strives for and returns to unity.”—FROEBEL.

## OCCUPATION WORK.

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“The busy have no time for tears.”—Byron.

“To play, to build, to construct, are the first tender  
flowers of a child's life.”

Every school exercise should be truly educative. The function of the teacher then is to *direct* the child's energy and help him to make his activity useful. “The destiny, the privilege, the glory of man is to work, to do, to create.”

It is through *expression* that the indefinite mental image takes shape and becomes a definite image. The intensity of the desire on the part of the child to *express* depends upon the intensity of the *impression*.

The school should furnish all possible means for varied expression, for the more ways in which a child can express an idea, an image, and the wider the range of expression the richer and clearer becomes the thought content.

“*Occupation work*” is as imperative in its claims as the recitation. It is necessary to hand and eye training, to introduce the concrete,—to remove difficulties and to strengthen weak places. No period of the school program demands more thoughtful planning and more careful preparation than this.

The material should be so adapted and presented that it will not only arouse and strengthen ideas in the child's mind, but will also provide conditions for gaining new ideas. It should be so selected as to have a definite purpose, and should either *supplement a lesson already taught, teach a lesson in itself, or aid in the preparation of a new lesson*.

All forms of expression and manual work should stimulate the child to attain some end which he feels to be good and worthy of his best effort. Work under the stimulus of the very best of motives tends to the forming of right habits.

In the various modes of expression and the manual arts, the child *gains power through doing* which enables him to construct and to

create; also to adapt all material which comes to hand for the expression of his ideas.

The child reveals his *interest*, his experiences and powers through the various modes of expression.

The material or medium of expression depends upon the nature of the subject. Such material should be used as will allow the fullest and most satisfactory expression. In all forms encourage *Large, Free Work*.

## MODES OF EXPRESSION SUITABLE FOR SCHOOL USE.

### I. MODELING IN SAND OR CLAY.

Sand modeling may be used for natural land areas. The sand table is one of the most useful articles in the class room. Encourage the child to create, construct and build for the *representation* of all stories told; for example, Hiawatha, The Landing of the Pilgrims, Knights of the Round Table, Robinson Crusoe, The Three Bears, Ulysses, etc. The greatest freedom should be allowed the child in his representation. It should tell the story as *he* sees and feels it. This phase of utilizing the things the child has made tends to cultivate power in *oral language* expression. The moment a child creates something to represent *his* idea of the story, he is free to talk about it.

The sand table may be used to represent different occupations and the tools or implements used in each: as those of the farmer, carpenter, blacksmith, shoemaker, etc.

Describe and represent the work of the seasons and the implements used: as the planting of gardens in spring.

Represent the work of each day in the home, etc., and the things needed in each kind of work.

Represent the means of transportation observed on land and water, or imaged from stories and pictures: as boats, bridges, wagons, caravans, trains of cars, etc.

Illustrate inventions.

Illustrate the successive pictures represented in a poem.

*Clay modeling* should be used for representing objects requiring three dimensions; or in relief; for models of huts, houses or parts of architectural structures and decorative detail, for utensils, for models of animals, for all objects in nature study or history requiring a plastic medium for correct rendering.

### II. WEAVING, BRAIDING, KNOTTING.

Weaving, braiding and knotting: Raffia, cotton, and coarse wool-

en yarn may be utilized in the construction of mats, miniature rugs, doll hats, wall pockets, sewing cases, calendar backs, shopping and book bags.

In the study of primitive people, the child, through this material should be led to appreciate the evolution of this form of industry.

### III. MAKING—CONSTRUCTION.

Cardboard and paper are good materials for the making of various articles suitable for use in the school room—such as boxes, envelopes to hold words, sentences and pictures; trays and baskets to hold small articles such as seed, shoe pegs, etc.

Also to make articles illustrating the ideas gained from regular lessons in history and literature: as, the homes and occupation of primitive people studied, weapons, utensils, modes of travel and inventions.

Articles for the use of others, simple but useful gifts, appropriate to festival occasions for those at home, or for other children who may be less fortunate.

### IV. PAINTING—WATER COLORS—INK.

Painting with water colors, ink or colored crayons should be used for illustrating those phases of life and nature that possess the color elements.

### V. PAPER CUTTING AND PASTING.

The representation in cutting should always be *free hand*, cutting first from the object and later from imagination. The child may make his story better understood by pasting the cuttings in order upon a background of some contrasting color.

### VI. DRAWING.

With brush, crayon or pencil illustrate a story that has been told or read, also follow carefully the outlines of the Drawing Supervisor, making use of them in connection with all other subjects, whenever it is possible.

### VII. PICTURES.

Encourage pupils to collect pictures connected with work being done; as pictures of people of other countries, their manners and customs of living, etc. (Carefully mount and classify them.)

NOTE.—In planning the hand-work with the children, take time for discussion and explanation, ascertaining that every child knows clearly

what he is to make, to what use it will be put, and also that he feels *so sure* of materials and plans that he can work freely and independently.

Criticism, Commendation and Encouragement are tools in hands of the teacher to inspire closer study and awaken enthusiasm and desire for improvement on the part of the pupils. The pupil should be allowed to be his *own critic* first.

Improvement must be noticed by the teacher. Growth will be shown in pupils' work after a just criticism has given rise to more accurate observation.

In all work the children should be trained to habits of economy in the use of materials; neatness and order in care of materials; honesty and accuracy in having the work so well done that it fulfills its intended purpose.

All work done by the child when not under immediate supervision should truly tell his power and his needs.

The child through these various forms of educational activity not only gains habits of order, skill and industry, but his powers of observation, attention, memory, association, judgment, and accurate reasoning are developed.

Dr. E. R. Shaw, in "Three Studies in Education," discussing the "Value of Motor Activities in Education," says: "Seek in every subject of study in the lower grades to provide motor activity at least as an accompaniment of study and of recitation. If possible, however, invent means which shall use up the motor tendencies, and at the same time make them a contributing part in the more purely thought work of the child. In short, let some *doing* accompany all the child's efforts to learn."

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- Story of a Sand Pile.....G. Stanley Hall.
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- Three Studies in Education (Motor Activities)E. R. Shaw.

## VOCAL DRILL.

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“Once more, speak clearly, if you speak at all.”

Carve each word before you let it fall.

O. W. HOLMES.

To speak or read in pure tone one must breathe deeply, stand erect, open the mouth freely, pronounce distinctly and speak clearly.

Lord Bacon said: “A man would better address himself to a stone statue than suffer his thoughts to pass in smother.”

A good voice possesses *purity, strength* and compass.

### SUGGESTIONS.

The following suggestions are given to aid in developing purity, strength and compass of voice on the part of the pupils. Teachers may add others to these.

Pronunciation is the utterance of syllables and words; it includes *articulation* and *accent*.

Articulation is the utterance of elementary sounds contained in a syllable or word; hence without clear and distinct articulation, there can be no correct pronunciation.

Pupils should have daily practice in repeating elementary sounds, also in pronouncing the consonant combinations composed of these sounds.

### ARTICULATION.

Faulty articulation may arise from one or more of the following:

1. The omission of a sound (hist'ry for history).
2. The use of more sounds than necessary (ca'ow for cow).
3. The substitution of the wrong sound (jest for just).

NOTE.—In pronouncing words, also in the reading of sentences, see that children pronounce and *articulate every sound* distinctly.



## EXERCISES FOR PURE QUALITY.

### I GRADE.

- (1) Practice in rich, musical tones the long vowels  $\bar{a}$ ,  $\bar{e}$ ,  $\bar{i}$ ,  $\bar{o}$ ,  $\bar{oo}$ ,  $\bar{ä}$ ,  $\bar{a}$ , etc.
- (2) Sing each long and short vowel to the scale, ascending and descending.
- (3) Repeat each voice consonant several times ; first with rising, then with falling inflection.

### II GRADE.

- (1) Sing the syllable  $\bar{ä}h$  to the scale up and down.
- (2) Practice the vowels  $\bar{e}$  and  $\bar{ä}$  together.
- (3) Repeat the syllables  $nee$ ,  $\bar{ä}h$ ,  $nee\ oh$ ,  $nee\ you$ , slowly then more and more rapidly.

### III GRADE.

- (1) Sing the syllable  $se\bar{ä}$  to the scale, letting the under jaw fall freely.
- (2) Repeat the syllables  $ip$ ,  $it$ ,  $ik$ , slowly, then more and more rapidly.
- (3) Practice the following tables, using the mouth vigorously :
 

(a) $b-p-b-p$	(b) $d-t-d-t$	(c) $g-k-g-k$	(d) $j-ch-j-ch$
$b-p-p-b$	$d-t-t-d$	$g-k-k-g$	$j-ch-ch-j$
$p-b-p-b$	$t-d-t-d$	$k-g-k-g$	$ch-j-ch-j$

### IV GRADE.

- (1) Sing the syllable  $f\bar{ä}$  to the scale, letting the under jaw fall freely.
- (2) Repeat the scales  $\bar{e}$ ,  $\bar{i}$ ,  $\bar{a}$ ,  $\bar{e}$ ,  $\bar{ä}$ ,  $\bar{oo}$ ,  $\bar{oo}$ ,  $\bar{o}$ ,  $\bar{a}$ ,  $\bar{o}$ , with pure musical tones.
- (3) Practice the following tables, using the mouth vigorously :
 

(a) $r-f-r-f$	(b) $z-s-z-s$	(c) $zh-sh-zh-sh$	(d) $t^h-t^h-t^h-t^h$
$r-f-f-r$	$z-s-s-z$	$zh-sh-sh-zh$	$th-t^h-t^h-th$
$f-r-f-r$	$z-s-z-s$	$sh-zh-sh-zh$	$th-t^h-th-t^h$

NOTE.—Each grade should review the work of the preceding grade or grades.

### SOUND DRILL.

I GRADE. Long and short vowels and consonants.

- II GRADE. All vowel sounds and consonants.  
 III GRADE. Work of preceding grades, including much drill in initial consonant combinations.  
 IV GRADE. Work of preceding grades. with much drill in *terminal* consonant combinations.

### TABLE OF ELEMENTARY SOUNDS.

#### VOCALS.

ā as in ate	ě as in met	ū as in mute
á “ at	ẽ “ her	ů “ cup
ä “ arm	ī “ ice	u “ full
a “ all	ĩ “ it	ou “ our
ā “ care	ō “ go	oi “ oil
à “ ask	ǒ “ not	ōō “ fool
ē “ me	o “ do	ōō “ foot

#### SUBVOCALS.

b as in bid	r (trilled) as in roll
d “ did	v as in vine
g “ gag	w “ well
j “ jug	y “ yes
l “ lull	z “ zone
m “ man	th “ this
n “ name	zh “ ozier
r (smooth) as in lard	ng “ sing

#### ASPIRATES.

p as in cap	h as in hat
t “ take	s “ sun
k “ cake	sh “ shall
ch “ church	f “ five
th as in their	

NOTE — Make lists of words containing each of the above sounds, and have pupils pronounce the words containing them.

## CONSONANT COMBINATIONS.

## I. INITIAL COMBINATIONS.

bl	as in	blow	sk	as in	skill
br	"	brave	sl	"	sleep
dr	"	drag	sm	"	smell
dw	"	dwelt	sn	"	snap
fl	"	flour	sp	"	spin
fr	"	fret	st	"	stone
gl	"	gloom	sw	"	swing
gr	"	grade	shr	"	shrill
wh	"	which	skr	"	scrub
(k) cl	"	cling	spl	"	splint
(k) cr	"	crown	spr	"	spruce
pl	"	plum	str	"	strong
pr	"	pray	thr	"	three
thw as in thwart					

## II. TERMINAL COMBINATIONS.

ed	as in	robbed	ffs	as in	cliffs
dth	"	width	ks	"	rocks
dths	"	breadths	ts	"	bats
bs	"	snobs	sk	"	mask
ds	"	beds	sps	"	clasps
lch	"	filch	st	"	mist
lge	"	bulged	fth	"	fifth
dge	"	budge	pth	"	depth
ld	"	fold	sts	"	fists
lds	"	holds	ched	"	filched
dged	"	budged	lged	"	bulged

NOTE.—Make list of words containing each of the above consonant combinations and have pupils pronounce them.

## ILLUSTRATIONS.

## I GRADE.

pat-a-cake	rock-a-by	north
baker's	baby	wind
man	cradle	blow
cake	green	snow
just	father's	robin

## I GRADE—Continued.

fast	nobleman	poor
roll	mother's	thing
mark	queen	sit
brown	Betty's	barn
<hr/>		
cock	lady	keep
doth	wears	warm
crow	gold	hide
let	ring	head
know	Johnny's	wing
you	drummer	thing
wise	drums	
time	king	
rise		

Shoe the colt  
 Shoe the colt ;  
 Shoe the wild mare ;  
 Here a nail,  
 There a nail,  
 Yet she goes bare.

I had a little pony,  
 His name was Dapple-gray,  
 I lent him to a lady,  
 To ride a mile away ;

She whipped him, she slashed him,  
 She rode him through the mire ;  
 I would not lend my pony now  
 For all the lady's hire.

Some little mice sat in a barn to spin ;  
 Pussy came by and popped his head in :  
 "Shall I come in and cut your threads off ?"  
 "Oh, no ! kind sir, you will snap our heads off."

## II GRADE.

If I'd as much money as I could spend,  
 I never would cry: "Old chairs to mend!"  
 "Old chairs to mend! Old chairs to mend!"  
 I never would cry: "Old chairs to mend!"

If I'd as much money as I could tell,  
 I never would cry: "Old clothes to sell!"  
 "Old clothes to sell!" "Old clothes to sell!"  
 I never would cry: "Old clothes to sell!"

Hear the sledges and the bells,  
 Silver bells!

How they tinkle, tinkle, tinkle,  
 In the icy air of night!  
 Oh! the bells, bells, bells, bells!

Do well, do well, do well, do well!  
 In mellow tones rang out a bell.

Over the hills the farm boy goes,  
 Cheerily calling: "Co, boss; co, boss;"  
 Farther, farther over the hill,  
 Faintly calling; calling still,  
 "Co, boss; co, boss; co, co, co."

### III GRADE.

Robert of Lincoln is gaily dressed,  
 Wearing a bright, black wedding coat;  
 White are his shoulders and white his crest;  
 Hear him call in his merry note:  
 "Bob-o-link! Bob-o-link!  
 Spink, spank, spink!"  
 Look, what a nice new coat is mine;  
 Sure there was never a bird so fine.  
 Chee, chee, chee.

Hushed the people's swelling murmur,  
 While the boy cries joyously:  
 Ring! ring! Grandpa,  
 Ring! O, ring for liberty—

Like a child at play,  
 Comes tripping along her joyous way,  
 Tripping along,  
 With mirth and song,  
 Laughing, loving May.

## IV GRADE.

Amidst the mists and coldest frosts,  
 With barest wrists and stoutest boasts,,  
 He thrusts his fists against the posts  
 And still insists he sees the ghosts.

And round and round the rugged rocks, rude, ragged rascals ran.

The brightest stars are burning suns ;  
 The deepest water stillest runs ;  
 The laden bee the lowest flies ;  
 The richest mine the deepest lies ;  
 The stalk that's most replenished  
 Doth bow the most its modest head.

It is not what we earn, but what we save, that makes us rich. It is not what we eat, but what we digest, that makes us strong. It is not what we read, but what we remember, that makes us useful.

The following poems are especially strong for articulative exercises. Selections may be made from them:

The Cataract of Lodore.—Robert Southey.

The Old Year and the New.—Tennyson.

The Brook.—Tennyson.

The Old Clock.—Longfellow.

The Ballad of East and West (opening stanzas).—Kipling.

## SENSE TRAINING.

## HEARING.

1. Blindfold a child, another child raps a wooden ball ; tell where it is from sound.

2. Blindfold a child ; teacher taps different substances such as wood, iron, marble, glass, steel, etc. Children distinguish objects from the sound.

3. Children close eyes; some child speaks or sings or calls another child by name; children recognize child by voice.

4. Listening for musical tones and sounds of different objects in different parts of the room.

5. All children cover eyes; one child goes to a different part of the room and says, "Where am I?" The one who can tell raises his hand.

6. Have blindfolded child tell whether another child is running, skipping or walking, or whether it is a boy or a girl that is doing it.

7. Children rest. Teacher or child walks about room, stopping at one or two places. Children wake up and tell where she has walked and how many times and where she stopped.

8. Child leaves room. Small hoop of bells concealed under ONE desk. EACH pupil shakes an imaginary hoop of bells. Locate sound by ear alone.

9. Hide an object while child is out of room. He finds it by noting soft or loud singing of pupils when he is near or distant from object.

10. Eyes closed. Drop articles in different parts of room. Children locate sounds, distinguishing heavy, light, etc.

#### SIGHT.

1. Place a row of children in front of room. Give each an object which is to be described.

2. Child stand before class and describe another pupil, *e. g.*: I am thinking of someone who has light hair, blue eyes, wears a blue hair ribbon and a white apron, etc., etc. Who is it?

3. Finding colors. Pin squares of standard colors where they can be seen. Select a color. Tell children to find things in the room the same color.

4. Place objects on a tray or table. Children are to pass by quickly. Tell what was on it.

5. Arrange pupils in a row. Class observe. Close eyes. Rearrange. Who can arrange in original order?

6. Place a number of children in a row in front of room. Give each an object (flag, book, flower, doll, colored duster, picture, fruit, type-form, etc.) Class observe. Close eyes. Child holding object asks another (who is seated, keeping eyes closed) what he has. Pupil answers. Continue with the other children.

7. Write new word on blackboard. Erase. Child write it.

8. Raise object in sight view. Drop out of sight rapidly. Pupils give objects in order in which they were presented.

9. Pupil No. 1 touches an object. Pupil No. 2 touches that one and one more. Pupil No. 3 touches those two and one more and so on.

10. One child comes forward, then another and another quickly. Children at seats tell who was on the right, the left, in the middle. Have one, two or three groups of three children in each group, who stood at the right, the left, etc.

11. Scatter spelling words of the week all over the blackboard. Choose sides; one from each side comes forward; a word is then pronounced. The one who runs and points out the word first counts one for his side. Repeat and keep tally.

12. Place colored cards on ledge of blackboard, children name the order of colors, children close eyes, teacher removes a card or changes its position, children name the changes made.

13. Place children in a circle. Blindfold a child. A child leaves the circle; the one who was blindfolded names the child who has left the circle.

14. Send children to window, and observe quickly, then return to tell how many things they saw.

15. Have children tell all the things that they saw outside the grocery store. Different things they saw on their way to school. Things seen in the shop window as they pass.

16. Blindfold children in turn. Hang a ball somewhere in the room; have them observe quickly. All children blind; hide ball; all search; when child sees ball he takes his place in circle on the floor without touching ball or telling playmates.

17. One pupil comes forward and stands in front of the class with his face toward the school. Another writes word on board above his head resting on hands, while voyage is taken. Children's description of it. Have one child leave the room, *e. g.* change position of several objects in room.

18. Have one child leave the room, teacher do something, *e. g.* change position of several objects in room; child describes what has been done. The children in room supply what has been omitted.

19. Write short sentence on board. Have it read, erased, and several children come to board to see who can get it written first.

20. Give children pictures to observe, then turn them over, and tell the story of the picture or what they saw in it.

## SMELL.

1. Have a small bunch of sage or mint and spices of different kinds. Have children tell, blindfolded, what each is.



2. Blindfold children. Let each one name from odor :

Flowers ; Easter-lily, carnation, hyacinth, violet, etc.

Fruits ; Apple, quince, peach, orange, lemon, banana, etc.

Liquids ; Perfumes, camphor, etc.

### TASTING.

1. Blindfold child ; distinguish by tasting ; salt, pepper, mustard, cloves, sugar, tea, coffee, flour, ginger. Also liquids, as lemon juice, orange juice, milk, water, syrup, catsup, vinegar. Also fruits, as apples, oranges, bananas, berries. Candies, molasses, peppermint, etc., etc.

### TOUCH.

One child blindfolded. Teacher motions to someone to come and stand in front of blinded child. He then tells by feeling of clothes, face and hair who stands in front of him.

2. Have children put hands behind their backs. Teacher put objects in hands. Child tells what he is holding and describes it.

3. Let blindfolded child distinguish objects. Soft or hard, wet or dry, warm or cold, large or small, silk or cotton, woolen or cotton. Different kinds of paper, etc.

8. Draw oblong in which twenty-six circles are drawn, and in each

4. Handling solids. Cover eyes. Have pupil handle solid. Take it away. Pupil find solid like the one he has had. Give him another solid. Tell which of the two was the heavier, larger, longer, etc.

5. Pupil No. 1 touches an object. Pupil No. 2 touches that one and one more. No. 3 touches those two and one more and so on.

6. Shut eyes. Children walk around room. Find their own seats.

7. Shut eyes. Children feel of objects and tell form and substance. Distinguish marbles from agates ; different books, as reader and arithmetic.

8. Draw oblong in which twenty-six circles are drawn and in each circle a letter of the alphabet is printed. Child spell by touching circles rapidly that hold required letters.

9. Touch water, sand, beans, etc., and have blind-folded child distinguish.

### MUSCULAR SENSE.

1. Write letter of the alphabet on cards ; pass to children, call different letters forming a word. The child holding the letters runs to the front of the room and stands beside the letter previously called. Have the word shown, pronounced and spelled.

2. GRAB BAG. Have a box of separate words. Place the box on

a chair in front of the room. Have one child close eyes and take out a word. Show it to the class, then give the word, or the child may call on someone to give the word.

3. Living pictures. Use one child or group of children. Let them act some experience in work or play. Other children describe what it is that is represented.

Result—Getting thought without giving words.

4. Shut-eye Voyages. Children lean forward, eyes closed, fore-

Example—"I'm black, but I'm no negro. I keep you warm but I'm no clothing. I have thousands of men working for me, but I'm no king. I run railways and factories. I've great wealth yet I own nothing. My home was once a wonderful forest, when no man was on the earth; therefore I am older than Adam, and I shall never die; yet if I should meet a certain enemy of mine I would soon change my form and disappear, yet I'm no fairy. I shine like the sun and am harder than stone. I've been buried for thousands of years and men are digging me out for many, many uses. I smoke when hot yet have no mouth. What am I?"

You are coal.

5. Follow the leader (game).

6. Multiplication game.

7. Have two children hold window stick a foot from the floor. Others form in line, and in turn run and jump over it.

ADA VAN STONE HARRIS,

Supervisor Primary and Kindergarten Schools.

## SUGGESTIVE OUTLINE FOR THE STUDY OF THE GREEKS.

### CLEON, THE BOY OF ATHENS.

#### SECOND GRADE.

I. *Appearance*—Description of Cleon's personal appearance found in "Ten Boys." Tell especially of the Greeks' love for personal beauty and perfection of form, and of their fondness for all physical exercises and sports.

II. *Clothing*—The chiton (ke'ton) chlamys, sandals, ornaments, armor, etc., should be studied with reference to the material used, the manner of wearing, and purpose, and as compared with the clothing worn now.

#### III. HOME:—

1. *Environment*:—Description of the country.
2. *The House*:—(a) Structure. Solidity. Beauty. Provisions for cleanliness, eating, rest, reading or writing. The number and arrangement of rooms. The tiling and wall-painting of the interior. The sacred hearth. . .
- (b) *Furnishings and Utensils*:—Statues, beds, couches, dining tables, benches, chairs, lamps, vases, dishes, portable stoves.
- (c) *Food*:—Kinds used; how procured; how prepared; how served. The relations of food to health.
3. *Family Life*:—Customs and manners. Relation of parents and children. Duties of each. Slaves. Customs in eating, sleeping, bathing, hospitality and religion.

IV. *School*—Pedagogue, place, studies, utensils (tablet, stylus), time spent in school; purpose of the school.

NOTE—For a Greek ideal of school, read about the school taught by Chiron in Baldiwn's "Heroes of the Olden Time."

V. *Social Life*—Children's games: Skipping shells, leap frog, rolling the hoop, running races, playing ball. Olympian games: Entertainments in the amphitheater, the market, the baths, feasts.

(Ideal of friendship is embodied in the story of Damon and Pythias and of Hyacinthus.)

VI. *The State*—Greek ideals of Citizenship. These ideals may be found in the stories of Leonidas, Pericles, Socrates and Demosthenes.

VII. *Industrial Life*—Agriculture, sheep-raising, spinning, weav-

ing, coloring, quarrying, metal working (armor), building, making  
 chariots, pottery, sculpture, painting.

VIII. *The Church*—Religious processions and ceremonies in the  
 temple. The parthenon. The oracles. Worship of nature, nymphs,  
 dryads, gods and goddesses, worship at home.

#### REFERENCE BOOKS.

- "Ten Boys."—*Jane Andrews.*
- "Old Greek Stories."—*Baldwin.*
- "Stories of the Golden Age."—*Baldwin.*
- "Stepping Stones to Literature." Book IV., p. 256-312.
- "The Story of the Greeks."—*Guerber.*
- "Stories from Homer."—*A. J. Church.*
- "Greek Life and Story."—*A. J. Church.*
- "Three Greek Children."—*A. J. Church.*
- "Home Life of the Ancient Greeks."—*A. Blumrell.*

#### THE ROMAN—HORATIUS.

Similar topics should be worked up for the study of Roman and  
 Saxon life. Helpful books for the Roman:

- "Ten Boys."—*J. Andrews.*
- "The Story of the Romans."—*Guerber.*
- "Private Life of the Romans."—*Preston and Dodge.*
- "Stories from Virgil."—*A. J. Church.*
- "Stepping Stones to Literature." Book VI., p. 188-208.

## CLIFF DWELLERS.

### SECOND GRADE.

I. Kind of People ; describe characteristics—personal appearance.

II. Where they lived ; describe region in Arizona and New Mexico, its rocks, sand, dryness, barrenness except along the rivers, etc.

III. Their Homes. Kinds (Lowland Village, Cave Dwelling, Cliff Houses). Where and how each was built, materials used, difficulties in getting material, furniture of the house. (Have pupils work out for themselves what the material would be from the character of the country. Tools used).

IV. Their Government.

Clan or Communistic Life.

V. Food.

What.

How obtained.

Implements used.

VI. Clothing.

What.

How obtained.

Weaving and making of loom making clothing.

VII. Occupations.

Farming.

Making of Pottery.

Weaving.

Basket Work.

VIII. Religion.

### References :

Lolani—The Little Cliff Dweller.

Webster. Among the Cliff Dwellers. *Am. Naturalist*, 27:435.

Schwatka. In the Land of the Cave and Cliff Dwellers.

Cliff Dwellings of Mexico. *Spectator*, 64:588.

Cliff Dwellings of Arizona. *Science*, 11:257.

Skertchly. Cliff Dwellers of the Far West.

Hardacre. Cliff Dwellers. *Scribner*, 17:266.

Mason. Cliff Dwellers. *Sandal. Pop. Sci.*, 50:676-9.

## THANKSGIVING.

Two or three days at most is a sufficient amount of time to devote to the topic of Thanksgiving.

In order to avoid the unnecessary repetition of work which so often occurs, the following topics are suggestive for the treatment of the subject in the primary grades:

### THANKSGIVING OUTLINE.

Underlying Principle. Relation of family to civil society. Interdependence of nature and man. Thankfulness.

#### I GRADE.

Industries of farm life in connection with the harvesting of food.

(Carry only so far as experiences of children in visiting farms will warrant.)

Recall what the children remember of Thanksgiving Day. Why celebrated.

Story of the Pilgrim Fathers told very simply.

The First Thanksgiving. Things for which to be thankful.

Thanksgiving Celebration.

Indian life—Hiawatha's childhood or Docas, The Indian Boy.

#### II GRADE.

Recall what the children know of Thanksgiving Day.

Why celebrated?

Tell the story of the Pilgrim Fathers.

Why they left home.

The kind of homes left.

The voyage.

What they brought with them—how the ship was stored for the journey.

How they dressed.

Oceanus and Peregrine White.

The landing—season—Plymouth Rock.

First Thanksgiving—(story).

#### III GRADE.

Recall what the children know of Thanksgiving Day. Why celebrated; tell the story of the Pilgrim Fathers. The voyage; the landing and all facts connected therewith.

PLYMOUTH—The community.

Making of homes.

Kinds of homes needed.

Material to be found.

Tools brought with them.

Hardships in building (compare with wigwams.)

Hardships of the first winter.

The meeting with Samoset and Squanto in the Spring.

The summer work and the first harvest.

The first Thanksgiving.

#### IV GRADE.

History stories.

Selections from Literature.

The following stories and poems may be read or told to the children in whole or in part, according to the needs:

The First Thanksgiving—Wiggins.

First Thanksgiving.

Price of a Little Pilgrim. } M. J. Preston.

Thanksgiving.

A Thanksgiving Feast. } M. J. Sangster.

The Pumpkin.

Mrs. Lucinda's Opinion. }

The Pumpkin.

For an Autumn Festival. } J. G. Whittier.

The Landing of the Pilgrims.—Hemans.

Pictures should be used at every step. Models of the people, houses and ships. Make the stories real.

## "STORIES OF THE CHRISTMASTIDE."

"Not what we give, but what we share."

"The gift without the giver is bare."

The celebration of festivals tends to strengthen the social element in life.

Following the Thanksgiving festival our thoughts turn to Christmas and to finding our places in the great multitude of joy-givers.

We should aim to make the mysterious elements of Christmas a living reality. It is the beautiful in literature which should be emphasized in order to develop the highest spiritual thought.

Santa Claus is a name for everyone who is either giving or doing for others. Each can be a Santa Claus. Help the children to feel that the *spirit of loving kindness* is the *real* Santa Claus. "When the sun rises the stars fade; they are neither taken away or extinguished. In the presence of a brighter light they fade out of sight. So let it be with the Santa Claus idea. Let not the fond illusion pass away until the child has in its place a higher, a truer thought, for which the old shall have served as a symbol."

The following is a suggestive outline for avoiding repetition, and for unifying the work of the grades:

### KINDERGARTEN AND FIRST GRADE.

Santa Claus:

When he comes.

How he comes.

His home.

His work.

His reindeer and sleigh.

His journeys.

How he leaves happiness wherever he goes.

How we get ready for him.

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POEMS:

A Visit from St. Nicholas.—*Whittier's Child Life*.

Santa Claus and the Mouse.—*Child World*.

The Christmas Cat.—*F. D. Sherman*.



## STORIES:

- The Story of the Christ Child—*A. H. Proudfoot*.  
 A Bird's Christmas—*Child World*.  
 Legend of St. Christopher—*S. Wiltse*.  
 The Story of Gretchen—*Mother Stories*.  
 Dorothy's Christmas Eve—*Half Hundred Stories*.  
 Elon—A Story of the First Xmas—*Half Hundred Stories*.  
 The Fir Tree—*Hans Andersen*.

## SECOND GRADE.

Other people with homes and Christmas and toys and games unlike ours.

## Norway and Sweden:

- Mountains of snow and fir forests.  
 Length of day.  
 Home: Dress of people.  
 Preparations for Christmas—tree, decorations, making of presents, cooking.  
 Length of holidays.  
 Feasts and dances.  
 Feeding cattle and birds.  
 Christmas offering of cakes.  
 Nissen: Throwing of gifts.  
 Church services.

## Holland:

- Dikes, canals, homes, dress of people, etc.  
 Preparation for Christmas; Date of.  
 Kris Kringle.  
 His appearance.  
 His mode of travel.  
 What the children do in return for Kris Kringle.

## POEMS:

- Piccola—*Celia Thaxter*.  
 Children's song—*See Hans Brinker*.  
 Kris Kringle—*T. B. Aldrich*.  
 Birds Christmas—*Celia Thaxter*.

## STORIES:

- The Story of the First Christmas—*The Story Hour*.  
 Christmas Cuckoo (in *The Wonderful Chair*)—*F. Browne*.  
 Christmas in the Barn—*Child World*.  
 A Christmas at Cafe Spaander—*Scribners, Dec. 1902*.

The Discontented Pine Tree—*Hans Andersen*.  
A Story of the Forest—*K. D. Wiggins*.

## THIRD GRADE.

many:

Home: Dress of people.

Preparations for Christmas:

City festooned with evergreens.

Working for the poor.

Christ market.

Customs at Christmas:

Visit of St. Nicholas.

Good and bad children.

Nut throw.

The Christ Child brings the gifts.

Christmas tree.

Song about the tree (Holy Night).

Story of Christ Child.

A gift *from* everyone *to* everyone.

ussia:

Home: Dress of people.

Preparation for Christmas.

Day of celebration (January 6).

Mother Goose—"Baboushka."

Christmas eve:

Processions in costume—dance and song at sunset.

Evening star feast.

Christmas tree decorated with lights, etc.

Gifts near by.

Length of festival (two or three days).

"A happy feast to you."

Dinner a special feature.

Poor always fed.

ly:

Climate; city streets; homes; beggars and street musicians; outdoor bazaars.

Christmas patron—Mother Goose—"Befana."

Date of Christmas. January 6, because wise men gave gifts to the Christ Child at that time.

Preparations for Christmas:

Great Christmas log in fire-place.

Children learn songs and poems.

Christmas eve:

Repeating of poetry, singing of songs.

Large vase containing gifts.

The urn of Italy is the Christmas tree of America.

Christmas feast—special feature.

POEMS:

December—*F. D. Sherman*.

The Little Christmas Tree—*S. Coolidge*.

Kris Kringle—*F. D. Sherman*.

STORIES:

The Christmas Chimes—*Alden*.

Christmas, or the Golden Fairy—*H. B. Stowe*.

The Shoemaker and the Elves.

The Carollers—*A. H. Proudfoot*.

A Christmas Festival Service—*N. A. Smith*.

#### FOURTH GRADE.

Christmas symbols:

The Solstice.

The date of the Nativity.

The Yule Log.

Curious Christmas customs of all lands.

Christmas trees.

The holly and mistletoe.

Christmas carols.

Santa Claus:

Ref. Christmas and Its Traditions (Kgtn. Mag., Dec., 1900).

Christmas in the British Isles.

Popular customs.

The Yule-tide.

Christmas eve.

Waits.

Ringling of church bells.

Christmas day:

Origin and purpose of the decorations.

Pastimes.

Christmas fare.

Gift giving.

Government control of Christmas celebration.

From 878 to the present in England.

American customs as derived from the English.

## POEMS:

Legend of St. Christopher—*S. S. to Lit. Book IV.*

Old Christmas—*Mary Howett.*

Little Town of Bethlehem—*Phillips Brooks.*

A Christmas Carol—*A. A. Proctor.*

## STORIES:

Old Father Christmas—*J. H. Ewing.*

Dickens' Christmas Carol.

The Ruggles' Christmas Dinner.—*K. D. Wiggins.*

Bible Stories:

The Story of David.

The Wise Men.

The Shepherds Watching Their Flocks.

The Child of Bethlehem.

References:

The Christmas Bibliography.

Kindergarten Magazine, December, 1900.

Youth's Companion, September 5, 1895 (Christmas in Italy).

How Uncle Sam Keeps Christmas—*St. Nicholas*, December, 1902.

Harper's Magazine, vol. 56-1878 (Christmas in Venice).

## CHRISTMAS GAMES.

## AN IMAGINARY CHRISTMAS TREE.

Christmas morning the children waken early, and after much stretching, are able to rise and enjoy the presents on their beautiful Christmas tree. One by one they take off the presents, and, after discovering its mechanism, imitate it.

## SUGGESTIVE PRESENTS.

A jointed doll. Jack-in-the-box. Jumping jack.

Musical instruments. Toy bear. Doll, with head that turns.

## THE CHRISTMAS BAG.

Make a large bag of thin paper; fill it with nuts and candies and tie securely around the top to keep it fast, and suspend it from ceiling or door frame. Children form a circle. One child in the center is blind-folded and given a long, light stick with which he tries to tear a hole in the bag. If he succeeds, the nuts are scattered over the floor and the children scramble for them.

" 'Twas here they chased the slipper by its sound,  
 And turned the blind-fold hero round and round."  
 Blind man's buff.  
 Hunt the slipper.

### SONGS.

Christmas Carols for Kindergarten, First and Second Grades.

Christmas Hymns (Songs for Little Children)—*Eleanor Smith*.

Christmas Carol (Gaynor's Songs of the Child World).

Christmas Lullaby (Patty Hill's Songs for Little Children).

Little Taper (Elizabeth Emerson's Songs for Children).

Away in a Manger—*Luther*.

Carol of the Flowers (Twelve Old Carols, published by Novello,  
 Ewer & Co.)

Christmas Eve (Book I, Modern Series, p. 28).

Christmas at the Doors (Smith's Songs for Little Children).

The Bells (Louise P. Warner's "A Dozen and Two Songs").

Santa Claus (Silver Song Series No. 4)—*Leonard B. Marshall*.

A Letter to Santa Claus (Gaynor's Songs of the Child World).

Merry Christmas (Gaynor's Songs of the Child World).

The Christmas Tree (Primer, p. 106).

Father Christmas (Primer, p. 57).

### Third and Fourth Grades.

Holy Night—*German*.

Nazareth (Academy Song Book)—*Gounod*.

Christmas Gloria—Old French Carol (Silver Song Series No. 4).

We Three Kings of Orient Ave. (Silver Song Series No. 3).

Father Christmas (Primer, p. 57).

Christmas Time (Primer, p. 104).

Christmas Bells (Novello, Ewer & Co.).

Merry Christmas (Fanny Snow Knowlton's Nature Songs for  
 Children).

## GEOGRAPHY FOR THE FIRST FIVE GRADES.

The work of each grade should be preceded by a careful review of the work of the previous grade or grades.

Geography is not only a description of the earth's surface, but a treatment of the people who inhabit it, and their life as related to climate and physical environment.

The lessons in Nature Study in the first and second grades form a basis for work in Geography in giving concepts which the pupils will use more or less in all geographical study.

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### WEATHER OBSERVATIONS.

Make a copy of month's record for future use when it is kept on the blackboard. (It is an economy of time to keep record on a large sheet of cardboard). At the close of each month the teacher should aid the child in stating general conditions of the month. For example:

September—Bright sun, rather high; warm days; days and nights nearly equal; green leaves; fruits ripening; birds still heard; crickets chirp; thistle, sunflower, aster and goldenrod in bloom.

At close of each season record general conditions of heat and moisture, lengthening or shortening of days and prevailing winds. Aim to establish clearly:

In winter—coldest, shortest days; low sun, very slanting rays, long shadows.

In summer—warmest, longest days; high sun, rays nearly vertical, shadows short.

In spring and autumn—mild days and nights, nearly equal in length; sun's arch between highest and lowest; rays not so slanting as in winter; shadows not so long. (Length of shadow taken at noon on the same day of week if possible.) A post in the yard may be taken to measure shadow. Notice the change in the place where sunlight falls in the room each week during the year.

Thermometer record—same hour each day.

Moon phases—when seen and where; sunrise and sunset; evening star.

Sun—form, apparent size and color, rising and setting, apparent change of place in different seasons.

Sunrise—dawn ; noon ; sunset ; twilight ; night. (See picture and story of Aurora in "Brooks and Brook Basins," page 2).

Stars—many : some twinkle ; others shine steadily ; some brighter than others ; evening star, north star and dipper. Myths and poems given.

Wind—direction, how named ; which are warm winds ; which cold ; which bring storms. Uses.

Weather-vane and weather signals should be made and used for weather study.

### FORMS OF WATER.

Rain—drops, varying in size, form clouds ; showers ; storms, which season has most rain ; measure rainfall ; use to man, plants and animals ; power to cleanse ; to float objects, to carry soil and to dissolve.

Snow—flakes, etc., as above.

Hail—ice, balls of different sizes and shapes ; falls from clouds.

Dew—drops, collect on objects ; when formed ; when seen ; heavy or light.

Frost—crystals ; form on objects ; when seen ; heavy or light.

Clouds—mass of water in tiny drops ; colors ; forms ; moved by the wind ; seen all the year.

Fogs—clouds near the ground ; dampen objects ; seen occasionally.

Mist—

Ice—crystal ; how formed ; when made ; effect on object holding it ; light or heavy ; season.

NOTE.—Many beautiful poems may be connected with this study

### POINTS OF COMPASS.

Cardinal and semi-cardinal points taught out of doors from the sun. Teach relative positions.

How to find directions at sunrise ; sunset ; noon.

Mark lines in yard showing chief directions.

1. Locate pupils with reference—
  - a. To different parts of the room.
  - b. To other pupils.
  - c. To objects in the room.
2. Locate room with reference—
  - a. To other rooms on the floor.
  - b. To other parts of building.

### 3. Locate buildings with reference—

- a. To parts of yard.
- b. To child's home.
- c. To objects of interest near by.
- d. To part of city.

Locate adjoining streets and state directions in which they extend.

### MAPS.

- a. Of school room.
- b. Of school house.
- c. Of yard, square, district.
- d. Of city.

NOTE.—While drawing maps, children should face the north when possible.

Measure sides of room; compare lengths.

Draw line representing north side of room and mark it, follow with the east, then south, then west.

REVIEW THESE POINTS.—While facing north, hold a child's paper against the blackboard on north side of room and draw similar plan on board. DRILL, and have children continue to draw plans until it is clear that north is at the top of the map, south at the bottom, etc. (Thus develop map idea).

### FIELD LESSONS.

Children should be led to see the wonderful beauty around them, to acquire facts and form habits of personal investigation.

The field lesson may be for one or all of three purposes: For plant study, for animal study, or for land study. (Always collect specimens when possible).

Collect different kinds of soil. Sand, pebbles; clay or loam are near the surface and easily collected.

Observe characteristics of each.

Arrangement of soil can be observed by a brook, if banks have been worn to any depth.

Any excavation into the natural soil, as a sewer or a cellar, is a good place for observation. Drawings can be made and samples collected and marked as to layers. Find kinds of soil near a spring as water leaves hillside.

Observe how often the gutters fill with debris.

Observe work of small rills wearing away the soil, carrying fine material to low places near the mouth.



Observe a brook after a rain and watch a stream with its load worn from the banks. Lead children to see where this load is deposited. (Small rills everywhere doing the same work).

In the study of streams, a suitable rill may often be found near the school. Trace its course from source to mouth if possible. Observe windings; where it flows most rapidly, most slowly—why? Direction it flows. Bed; bank.

Examine the valley—the slopes down which the water runs to form a stream. Draw the course of the stream—the profile of the valley.

What becomes of water after a rain?

Lead children to see that after a rain, some of the water evaporates; much sinks into the ground, and part flows off in streams; from rills to gutters, gutters to sewers, sewers to rivers, rivers to lake.

Trace course of surface drainage in your district—then in the city. Why does it flow in certain directions?

Note the kinds of soil which take up most water; if one kind takes it more slowly than another, etc.

Note how frost and worms prepare soil for water to enter. (See Sea Side and Way Side, Part II). The depth water sinks; what stops it?

Hill—Summit; base; slopes, long, gradual, short, abrupt. Find ranges of hills, groups, peaks.

Read good descriptions; show pictures.

Valley—Among hills; shape; slopes forming the valleys; length and steepness; where meet; compare depth of valley with height of hills.

Plain—length and breadth.

References:

Frye's Brook and Brook Basins.

Shaler's First Book in Geology.

Dana's Geological Story Briefly Told.

Clapp's Observation Lessons on Common Minerals and Rocks.

Hyatt's About Pebbles.

Darwin's The Earth Worm.

## HOME LIFE.

Homes—materials needed (for building and furnishing).

Lumber—Transportation. From lumber-yard (distributing center).

From saw-mill (transformation of lumber).

From forest (Lumbering. Appearance of forest, life and work of lumbermen).

Work of *each stage* shown by *use of pictures*, if *excursion is impossible*.

NOTE.—The same plan for other materials used in construction, etc., as stone, brick, lime and the like. Comparisons should be made throughout with primitive life; also with the construction of homes of the children of other lands.

### Needs of daily life.

#### a. Food.

Bread: Transportation from bakery; from wholesale house, from mill. (Work of the mill and work of the farm considered briefly). Need of each shown.

Milk: Transportation, milk depot, milk farm.

Butter: Transportation, store, wholesale house, creamery, dairy farm.

Vegetables.

#### c. Fuel.

Wood: Wood-yards, forest.

Coal: Coal-yards, mines.

NOTE.—Same plan should be followed for each topic; and former methods of manufacture should be compared with methods of to-day.

#### d. Occupations of different members of the family and their relation to each other.

NOTE.—All stories of children of other lands are contributions to the study of Geography. Children may get a fair knowledge of people, their relations and their homes (different zones) in the study of the "Seven Little Sisters," "Each and All," and "Big People and Little People of Other Lands."

Each section with its race of people should be studied from the same plan in the mind of the teacher. Given to the children in the most picturesque story form followed by much oral and written work.

The thoughts, concepts, of the children must be realized in actual things; things made and done. The clay and sand tables are fruitful means. Construct roads, bridges, houses, tents, boats, etc.

Children should know locality, plant life, animal life, home, food and occupation, with reference to themselves; compare and contrast with others.

## CITY—ROCHESTER.

### I. HISTORY.

Give a picture of the early life of the community—the homes, manner of living, industries and resources of the people, the field, the forest, the sea, dress, education, religion, government and social life.

Show that animals, plants and minerals are in general useful to man, and that to obtain them man must work. Certain occupations require numbers of people to be gathered together and work in large

companies; thus towns and cities are formed. Discover the occupations that led to the city's growth; show the growth to present population as due to resources, etc.

## II. LOCATION.

1. Position in reference to neighboring towns and cities (this point includes distance and direction).
2. Position in regard to river lake and bay,
3. Extent, boundaries, size.
4. Make a map or plan of original city when possible, and develop to present boundaries.

NOTE.—The teacher should be provided with large map of city before attempting to teach it.

## III. PHYSICAL FEATURES.

Surface features of the immediate locality.

1. Highlands and lowlands.  
 School and homes in relation to surface, slopes and highlands.  
 Slopes followed from school to home; steepness; relation of traffic to slopes. Length, direction.  
 Extent, attitude and air of highlands.  
 Extent, attitude and air of lowlands.  
 Distribution of people in reference to highlands and lowlands.  
 Beauty of one in contrast to the other.
2. Drainage.  
 Stream (caused by showers). Its course, its origin, condition, and work of water.  
 Brook: Work of the brook, its course, width, volume, origin, use and relation to the river.  
 River: Work of the river, its course, obstructions; causing falls, rapids, lakes, etc., width, volume, origin, use and relation to the lake.
3. Hills: Slopes, steepness, length, varying size and shape, altitude and vegetation.
4. Valleys: Slopes, steepness, length, altitude compared with hills, varying size and shape of valleys.
5. Climatic conditions recorded.

NOTE.—Have pupils discover the *why* for each of the above topics.

## IV. ORGANIZATION.

### 1. PRODUCTIVE OCCUPATIONS.

NOTE.—Be sure before you leave this subject that each instance of occupation studied stands to the child as a type of that occupation.

#### a. Agriculture.

##### 1. Gardening.

Notice what gardening is, why people make gardens.

Make a list of the products of the garden, and show what becomes of them.

##### 2. Truck raising.

Notice how much like gardening this is as regards process—how it differs in purpose. How extensive the truck area is; what truck is raised; what becomes of it.

##### 3. Farming.

Notice that farming is truck raising of a more extensive and less intensive sort—that in connection with this the farmer raises stock.

#### b. Manufacturing industries.

Factories—kinds and location, reasons for these? Where is raw material obtained? Where the market for finished products?

What becomes of all these products: food products, clothing products, wood—kinds and for what purposes used.

NOTE.—Study a manufacturing establishment first, for what it is; second, in its relation to producers of raw materials; and third, in its relation to the consumer. Factory studied should always be visited if possible.

### 2. COMMERCIAL OCCUPATIONS.

NOTE.—Show the relation of the following to the manufacturer, the agriculturist, and the child.

#### a. Transportation.

##### 1. Primitive modes used in the city.

##### 2. Present modes.

a. City car lines—uses, advantages of, extent, kind of service, how regulated.

b. Hack lines, delivery wagons, bicycles, country wagons.

c. Roads and railroads—name principal lines and cities with which they connect.

d. Canal and river.

- e. Aids to commerce, as harbor, telephones, cables, letter service.
- f. Protection to commerce, as lighthouses, life-saving stations.

NOTE.—Emphasize all the above as furnishing means of communication between distant points and individuals, by being of service in the exchange of commodities and as being related to the development of other methods of communication, such as traveling, letters, telegraph, telephone, etc.

- b. Stores, as markets—furnishing the best opportunities for exchange, barter or trade.

- 1. Principal dry goods stores.

Make a sort of inventory of goods; show where the different articles come from, manner of transportation and the demand for them. Where do the people who buy these things get their purchasing money? Develop the idea of reciprocity; mutual dependence.

- 2. Grocery stores.

Notice home grown products and canned goods and other products shipped in. Where do these products come from? Where packed or canned, as the case may be? How shipped, etc.

- 3. The market place.

The things seen there. Give an accurate idea of home grown products, and this leads to a study of farming in the surrounding country.

- 4. Furniture stores.

- 5. Hardware stores.

- 6. Shoe stores.

- 7. Drug stores.

- 8. Jewelry stores.

- 9. Book stores, etc.

NOTE.—These should be studied in a similar manner to dry goods and grocery stores, and in connection with each one studied take some typical manufacturing interest.

- c. City or village.

As being merely a larger market or store with greater opportunities in the way of trade.

### 3. EDUCATIONAL AND SOCIAL INSTITUTIONS.

- a. Schools.

- b. Libraries.

- c. Churches.

- d. Social life—opera houses, clubs, charitable organizations, industrial societies (our duties as members of a community).
- e. Letter delivery (Post Office).

#### 4. GOVERNMENT.

NOTE.—Lead pupils to get an idea of government from the rules in games, the school yard, school room, and in the home. Lead them to discover the purpose for which all such rules are made, for the comfort and happiness of all.

- a. In the home.
- b. In the city.

City officials: duties: City Hall—uses of.

- 1. The Mayor.
- 2. The Board of Aldermen and other Boards.
- 3. Policemen, etc.

#### MATHEMATICAL OBSERVATIONS.

- a. Sun rising and setting; moon; stars; day and night—their varying length; seasons; their change and order of recurrence, as observed in our own city.
- b. Globe lessons.
- c. Maps and mapping.

The map work should develop clearly in the minds of children the following points:

- 1. The map idea.
- 2. Fixedness of position.
- 3. Scale—(necessary to teach the idea of relative size of countries and continents).
- 4. Symbolism—(coloring cities, rivers, etc. Teach symbols as you need them and use symbols as you teach them. After a symbol has once been taught, always require the pupils to call to mind a picture of objects represented by the symbol).

NOTE.—In the study of Rochester the *historical* and *physical* should be emphasized with such of the political as particularly relates to your particular district.

#### OUTLINE FOR THE STUDY OF ANY COUNTRY.

- 1. POSITION. (a) In hemisphere. (b) In zones. (c) From continents. (d) From oceans.

ACTUAL POSITION. (a) Between parallels. (b) Between meridians.

## 2. FORM.

1. Relative.

2. Actual. (a) As shown by map. (b) Indentations. (c) Prolongations.

## 3. SIZE.

1. Relative. (a) In relation to other continents. (b) In relation to ocean areas.

2. Actual. (a) Number of square miles.

## 4. RELIEF.

1. Primary highlands. (a) Position. (b) Extent. (c) Elevation.

2. Secondary highlands. (a) Position. (b) Extent—width. (c) Elevation.

## 5. CLIMATE.

1. Winds. (a) Over ocean or land, from warm to cold or cold to warm latitudes. (b) Prevailing direction: whence it came.

2. Rainfall. (a) Where and why. (b) Where not and why.

a. Drainage. (a) Rivers. (b) Seas. (c) Lakes.

b. Vegetable life (zones of).

c. Animal life (distribution of).

d. Mineral resources.

6. The above outlines are conditions of:—(1) Temperature as dependent upon (a) Latitude. (b) Altitude. (c) Ocean currents. (d) Proximity to large bodies of water. (2) Rainfall. (3) Character of soil.

7. Zones of waste as dependent upon:—(1) Lack of moisture. (2) Altitude. (3) Latitude. (4) A supply of moisture giving: (a) swamp. (b) jungle. (c) eroded lands.

8. Distribution of population as dependent upon possibilities of productive occupation.

9. Productive occupation as dependent upon:—(1) Resources. (2) Supply and demand. (3) Occupation. (4) Commercial advantages.

10. Development and location of centers of population; as expressions of necessities of the people for:—(a) Collecting stations. (b) For manufacturing stations. (c) Commercial stations. (d) Governmental stations.

11. Development of commercial and trade routes as dependent upon the necessities which a people are under of obtaining the productions and patronage of the other peoples of the world.

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ADA VAN STONE HARRIS.

## SUGGESTIVE OUTLINE FOR THE STUDY OF THE WORLD.

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### FOURTH GRADE.

- (a) General shape.
- (b) Relative size.
- (c) Relative position of the more important countries and continents.
- (d) Life, occupations and exports of the people.
- (e) Our relation to and dependence upon the whole world.

In treating the above topics, the children should gain a general idea of zones with reference to heat and cold of the various continents, of highlands and lowlands forming the "back bone" of lands, of simple physiographic processes, of the elements of drainage, of leading cities, and of the relation of its parts in direction and distance.

The following are suggestive topics chosen with reference to illustrating various phases of life, extremes of life conditions, various methods of transportation and commerce. Of these, the first only (sealskin) is developed.

#### 1. Northern Section, North America.

Sealskin.

Its use.

Location of region from which this product is obtained (direction from home).

Seal fisheries. Method of obtaining.

Climate.

Plant and animal life.

People.

Home.

Habits of life.

Transportation.

Methods in country.

Routes to New York.

(Time required).

Note all barriers or difficulties in routes of travel.

Scenery.

#### 2. Southern Section, North America,

Coffee.

3. Northern Section, South America, Valley of Amazon.  
India Rubber.
4. Southern Section, South America.  
Hides and wool.
5. Northern Eurasia.  
Sable.
6. West Central Europe (Switzerland).  
Cheese.
7. Southern Europe. France and Spain.  
Wine.
8. Southeastern Asia.  
Tea.
9. Central Africa.  
Ivory.
10. South Africa.  
Diamonds.

This suggestive outline of articles of commerce belonging to various countries is quoted from the topics arranged by Richard E. Dodge, Teachers' College Record.

## SUGGESTIVE OUTLINE FOR GEOGRAPHY.

### SIXTH GRADE.

Around the World from San Francisco.

Points visited.

Tokio—call at Philippines enroute.

Seoul (Korea). Cross Yellow Sea to—

Peking.

Tientsin.

Shanghai.

Nanking.

Grand Canal.

(Compare calm, peaceful, blue Yangtse-Kiang with boisterous, mad, and capricious yellow Hoang Ho).

Hong Kong.

Bangkok (Siam), Gulf of Siam.

Singapore.

Strait of Malacca.

Calcutta.

Bay of Bengal.

(Contrast rivers Ganges and Brahmaputra).

Colombo.

Island of Ceylon.

Bombay (Hindustan).

Across Arabian Sea, through Gulf of Aden and Strait of Babel-Mandeb, stopping at

Mocha.

Red Sea.

Suez.

Isthmus of Suez—Suez Canal.

Alexandria.

(Contrast rivers Nile and Niger).

Constantinople (Turkey).

Athens (Greece).

Naples, Italy.

Rome, Italy.

Marseilles, (France).

Barcelona, Spain,

Malaga, Spain.

Gibraltar—Strait of Gibraltar.

Across the Atlantic to New York; or from Rome by land to—  
Venice.

Berne, Switzerland.

Vienna, Austria.

Berlin, Germany.

Side trip here to Copenhagen, Stockholm, St. Petersburg.

Brussels, Belgium.

Paris—Havre.

London, Edinburg, Glasgow, Dublin.

New York.

Study causes producing differences of climate; its effect in different countries upon habits and customs of people and upon industries.

Each city visited should stand as a type of the country, and should be studied under the following points:

1. Geographical conditions—favorable to development.
2. Important industries; whether agricultural, grazing and lumbering, manufacturing, mining.
3. Commerce.
4. Manners and customs of people.
5. Scenic Centers.
6. Historical places of note.
7. Notable places in Literature.
8. Art of Country.

NOTE.—Compare peculiar manners, looks and customs of peoples studied. For example: Blacks and Arabs, Hindus and Malays, Chinese and Japanese, etc.

ADA VAN STONE HARRIS,  
Supervisor of Kindergartens and Primary Schools.

## VI GRADE GEOGRAPHY.

## B CLASS.

## 1. Europe.

The physiography of Europe compared with North America  
as to relief—climate—drainage.

## 2. British Isles.

(a) England and Scotland.

The coal fields.

Iron manufactures.

The textile manufactures.

(b) Ireland's agriculture and manufactures.

(c) Important fisheries about the British Isles.

## 3. France.

Grape culture.

Silk manufactures.

China manufactures.

## 4. Germany.

The Rhine River.

Iron manufactures.

Beet Sugar industry.

## 5. Holland and the Lowlands.

Life, character and occupation of the Dutch people.

## 6. The Austrian Empire.

Life and occupation of the people.

Vienna—Capital city.

## 7. Switzerland.

Swiss manufacturing and grazing.

Dairy products.

## 8. Norway and Sweden.

Surface, products and people.

## Russia.

The Volga and the great plain of Russia—Compare with  
Mississippi Valley.

## 10. The peninsulas of Southern Europe.

NOTE.—There should be constant comparison of every topic with North  
merica as to mountains, rivers, cities, climate, people and industries.

See McMurry's Special Methods in Geography, pages 191 to 195.

## A CLASS.

1. Asia.  
The physiography of Asia compared with Europe and North America.
2. Colonial possessions of the British Empire.  
India.  
Australia.  
New Zealand.  
The English in Africa.  
The Congo Free State.  
Other lesser colonies of England.
2. Dutch possessions in England.  
Java.
3. Russia in Asia.  
The great physical features.  
Vast deserts.  
Trans-Siberian Railway.
4. The Chinese Empire.  
(a) Life, character and occupation of the people.  
(b) Tea culture.  
(c) Manufactures.
5. The Empire of Japan.  
Comparison with British Isles.  
Life and character of people.  
Artistic manufactures.
6. Smaller states of Asia.
7. Comparison of the East Indies and the West Indies and Madagascar.
8. Comparative physiography of the Continents.
9. The controlling influence of Europe and North America.
10. Location and distribution of races of the earth.

NOTE.—Comparison should be made of each topic studied with similar topics in other parts of the world.

Aim to constantly bring out the cause and effect idea.

See McMurry's Special Methods in Geography, pages 195-197.  
Reference book, pages 214-216.

## HISTORY.

### SEVENTH GRADE.

#### Period of Discovery and Exploration.

#### I. Landing of the Norseman.

##### 1. Naddod.

Iceland.

##### 2. Eric the Red.

Greenland.

##### 3. Lief the Lucky.

New Foundland.

Nova Scotia.

Sighting New England.

##### 4. Thorwald.

Explored the coast of Rhode Island, Connecticut and Long Island.

#### II. Meeting of Norsemen and Indians.

#### III. Legends of other and still earlier discoverers of the New World.

Buddist Monks in the 5th century.

Arabian sailors in the 12th century.

#### IV. Columbus.

His boyhood.

In the service of Portugal.

Agreement between the Queen and Columbus.

His departure.

His voyage.

Landing.

Other discoveries.

Subsequent voyages.

#### V. The English Explorations.

John Cabot's.

Sir Humphrey Gilbert's.

Sir Walter Raleigh's.

Gosnold's.

#### VI. Spanish Explorations.

Balboa.

Ponce de Leon.



De Ayllon.  
 De Narvaez.  
 De Sota.  
 De Luna.

VII. French Explorations.

Verrazani.  
 Cartier's Ascent of the St. Lawrence.  
 Menendez.  
 First permanent European settlement in U. S.—St. Augustine.

Period of Settlement.

VIII. The colonial history of Virginia.

IX. The colonial history of New York.

X. The colonial history of New England.

XI. The colonial history of New Jersey, Pennsylvania and Delaware.

XII. The colonial history of Maryland, the Carolinas and Georgia.

XIII. The French and Indian War.

XIV. Revolutionary Period.

NOTE.—In teaching each of the above topics, the geographical aspect of the subject should be considered as to the line of travel—the character of the country—the people, their habits and customs, etc. It is the cause and effect idea, which should be kept in mind. Maps and the globe should always be before the history class. Places and movements of the people located.

Character study in history is an important element in this grade. Thus lead pupils to form moral judgments of right and wrong doing.

Pupils should fill in topical maps in history as well as in geography.

Pictures illustrating the life of the people of the various colonies should be collected and used to illuminate the subject.

## SUGGESTIVE OUTLINE FOR COMMERCIAL GEOGRAPHY.

### EIGHTH GRADE.

#### Introduction.

##### I. Physical conditions.

1. Review of climate, relief, drainage, cost, as regards their influence on products, occupations, etc.
2. Political Divisions.  
States—groups of, as determined by physical conditions and products.

##### II. Products—where found and why.

1. Agricultural products.
2. Lumber and other forest products.
3. Mining products.
4. Animal products.  
Mats, Leather, etc.  
Furs and skins.  
Fisheries.

##### III. Industries—Location of.

1. Agriculture.
2. Manufactures. (See IV).
3. Mining.
4. Lumbering.
5. Fishing.
- Commercial pursuits.

##### IV. Manufacturing Centers.

1. For clothing materials; cotton, woolen, silk, leather.
2. For wood; building purposes, furniture, etc. (paper pulp).
3. For food materials; vegetable, animal, etc.

##### V. Commerce.

1. What is it?
2. Why needed?
3. Means used for carrying it on?
4. With what countries?

##### VI. Principal Seaports.

1. Why located where they are?

- (a) New York.
- (b) Boston.
- (c) San Francisco.
- Gulf port—New Orleans.

## II. Small Seaports.

1. Why situated as they are?
2. Why not so important as those above?
3. What has made them?
  - (a) Norfolk.
  - (b) Savannah.
  - (c) Charleston.
  - (d) Galveston (gulf).
  - (e) Baltimore.
  - (f) Portland, Me.

## VIII. Lake Ports.

1. Why located as they are, and what about their position makes them important?
  - (a) Buffalo.
  - (b) Cleveland.
  - (c) Detroit.
  - (d) Duluth.
  - (e) Milwaukee.
  - (f) Chicago.

## IX. River Ports.

1. Why located as they are?
  - (a) St. Paul.
  - (b) St. Louis.
  - (c) Pittsburg.
  - (d) Cincinnati.
  - (e) Portland, Ore.

## X. Railroad Centers.

1. Why good ones?
  - (a) Buffalo.
  - (b) New York.
  - (c) Chicago.
  - (d) Omaha.
  - (e) Denver.
  - (f) Kansas City.
  - (g) St. Paul and Minneapolis.
  - (h) Detroit and San Francisco.

I. Commercial routes.

1. Railroad routes from above railroad centers.

2. Inland water routes.

(a) On the Great Lakes.

(b) On the Mississippi and its tributaries.

(c) On the canals.

(d) On the Atlantic system of rivers.

(e) On the Pacific system of rivers.

3. Ocean routes from—

(a) New York.

(b) Boston.

(c) New Orleans.

(d) San Francisco.

(e) Other ports.

# SUGGESTIVE PROGRAMS.

## FIRST GRADE.

### MORNING CLASS.

HOUR		TIME	GROUP I.	GROUP II.	GROUP III
9.00—	9.05	5	Opening Exercises	<div> <div> <div>Nature Lesson</div> <div>Telling of</div> <div>Reproduction of</div> <div>Conversation Lesson</div> <div>Poems</div> </div> <div> <div>Occupation Table</div> <div>Reading</div> <div>Seats</div> </div> </div>	<div> <div>Blackboard</div> <div>Seats</div> <div>Reading</div> </div>
9.05—	9.20	15	Introductory Exercises		
			or		
			Morning Talk		
9.20—	9.35	15	Reading	<div> <div>Blackboard</div> <div>Reading</div> <div>Seats</div> </div>	<div> <div>Occupation Table</div> <div>Seats</div> <div>Reading</div> </div>
9.35—	9.50	15	Seats		
9.50—	10.05	15	Blackboard		
10.05—	10.10	5	Games—Rhythm		
10.10—	10.20	10	Music		
10.20—	10.30	10	Reading	<div> <div>Drawing—the formal lesson</div> <div>Learning Rote Song</div> <div>Reproduction of Stories</div> <div>Dramitization of Stories</div> <div>Memory Gems</div> <div>Manual Training</div> </div>	<div> <div>Language</div> </div>
10.30—	10.40	10	Seats		
10.40—	10.50	10	Occupation Table		
10.50—	11.00	10	Free Play—Games—Rhythm		
11.00—	11.10	10	Sense Training Exercises and Vocal Drill		
11.10—	11.30	20	Expression		
11.30—	11.35	5	Put away work—Dismiss		

# SECOND GRADE.

## MORNING CLASS.

HOUR	TIME	GROUP I	GROUP II	GROUP III
9.00—	9.05	5	Opening Exercises	
9.05—	9.20	15	Introductory Exercises	
			or	
			Morning Talk	
9.20—	9.40	20	Reading (Slow Group)	
9.40—	9.55	15	Seats	
9.55—	10.10	15	Blackboard	
10.10—	10.15	5	Games—Rhythm	
10.15—	10.27	12	Music	
10.27—	10.40	13	Number (Best Group)	
10.40—	10.55	15	Occupation Table	
10.55—	11.10	15	Seats	
11.10—	11.15	5	Games—Rhythm	
11.15—	11.20	5	Sense Training—Language	
11.20—	11.30	10	Literature—Story Work—Language	
11.30—	11.35	5	Put away work—Dismiss	

{ Nature Lesson  
 Reproduction of } a Story  
 Telling of  
 Poem  
 { Conversation Lesson  
 Blackboard  
 Reading  
 Seats  
 Language  
 Occupation Table  
 Seats  
 Reading  
 Blackboard  
 Seats  
 Number

## AFTERNOON CLASS.

1.30—	1.35	5	Opening Songs	
1.35—	1.50	15	Reading	
1.50—	2.05	15	Blackboard	
2.05—	2.15	10	Seats	
2.15—	2.20	5	Games—Rhythm	
			Seats Reading Blackboard	
			Occupation Table Seats Reading (Best Group)	

SECOND GRADE—Continued.

HOUR	TIME	GROUP I	GROUP II	GROUP III
2.20—	2.30	10	Group I—Geography } Language History }	
2.30—	2.45	15		
2.45—	3.00	15	Group II—Geography } Language History }	
3.00—	3.30	30	Drawing two days Written Work two days (Copying Poems and Stories) Manual Training two days	
3.30—	3.35	5	Put away work—Dismiss	

THIRD GRADE.

MORNING CLASS.

9.00—	9.05	5	Opening Exercises Introductory Exercises or Morning Talk	{ Nature Lesson Reproduction of } a Story Telling of Poem	{ Language
9.05—	9.20	15			
9.20—	9.40	20	Reading (Slow Group) Seats Blackboard Games—Rhythm Music Number (Slow Group) Occupation Table Seats Put away work—Dismiss	{ Conversation Lesson Blackboard Reading Seats	Occupation Table Seats Reading
9.40—	9.55	15			
9.55—	10.10	15			
10.10—	10.20	10			
10.20—	10.32	12			
10.32—	10.52	20			
10.52—	11.10	18			
11.10—	11.30	20		Occupation Table Number (Best Group) Seats Blackboard Seats Number (Med. Group)	

THIRD GRADE—Continued.

AFTERNOON CLASS.

HOUR	TIME	GROUP I	GROUP II	GROUP III
1.30—	1.35	5	Opening Songs	
1.35—	1.50	15	Language { Literature { Reading	Occupation Table
1.50—	2.05	15	Blackboard—Language	Blackboard—Language
			Language { Literature { Reading	Language { Literature { Reading
2.05—	2.15	10	Occupation Table	
2.15—	2.20	5	Games—Rhythm	
2.20—	2.30	10	Spelling	
2.30—	2.45	15	Geography { Language { History	
			Seats (Illustration)	
2.45—	3.00	15	Seats (Illustration)	
			Geography { Language { History	
3.00—	3.30	30	Drawing (two days)	
			Writing (two days) (Copying Poems, Gems and Writing Book)	
			Manual Training (one day)	
3.30—	3.35	5	Put away work—Dismiss	

Ten minutes of the Writing Period should each day be devoted to rapid number work, games, to sense training, also to vocal drill.



# FOURTH GRADE.

## MORNING CLASS.

HOUR	TIME	GROUP I	GROUP II
9.00—	9.15 15	Opening Exercises { Songs Poems and Memory Gems Reproduction of Stories Conversation Lessons on current events, etc.	Seats—Occupation—Arithmetic Arithmetic Seats—Brush Work or Blackboard— Illustration
9.15—	9.40 25	Arithmetic	
9.40—	10.05 25	Seats—Occupation—Arithmetic	
10.05—	10.30 25	Geography } Language History }	
10.30—	10.40 10	Games—Rhythm	
10.40—	11.05 25	Seats—Brush Work or Blackboard—Illustration	Geography } Language History }
11.05—	11.17 12	Music	
11.17—	11.27 10	Spelling	
11.27—	11.40 13	Literature—Reproduction of Silent Reading	
11.40—	11.45 5	Put away work—Dismiss	

## AFTERNOON CLASS.

1.30—	1.55 25	Reading	Seats—Free Construction Work
1.55—	2.20 25	Seats—Free Construction Work	Reading
2.20—	2.40 20	Language—Oral I. Stories (a) History (b) Literature (c) Nature	Blackboard—Written Language

FOURTH GRADE—Continued.

HOUR	TIME	GROUP I	GROUP II
2.40—	3.00 20	Blackboard—Written Language	Language—Oral I. Stories (a) History (b) Literature (c) Nature
3.00—	3.30 30	Drawing (two days) Manual Training (one day)	
3.00—	3.15 15	Written Work (two days) (a) Copy Book (b) Written Language on Paper. 15 or 20 minutes is long enough for written work of this character. (c) Copy Poems	
3.15—	3.30 15	Nature Work	
3 30—	3.35 5	Put away work—Dismiss	

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FIFTH GRADE.

MORNING CLASS.

9.00—	9.15 15	Opening Exercises	{ Songs Poems and Memory Gems Reproduction of Stories Conversation Lessons on current events, excursions, etc. Nature Study
9.15—	9.40 25	Arithmetic	Seats—Occupation—Arithmetic
9.40—	10.05 25	Seats—Occupation—Arithmetic	Arithmetic
10.05—	10.30 25	Geography	Seats—Brush Work or Blackboard Illustration, or Blackboard Written Work

# FIFTH GRADE—Continued.

HOUR	TIME	GROUP I	GROUP II	
10.30—10.40	10	Games—Rhythm	Geography	
10.40—11.05	25	Seats—Brush Work or Blackboard—Illustration or Blackboard Written Work		
11.05—11.17	12	Music		
11.17—11.27	10	Spelling		
11.27—11.40	13	Literature—Reproduction of Silent Reading		
11.40—11.45	5	Put away work—Dismiss		
AFTERNOON CLASS.				
1.30—	1.55	25	Reading—Literature	Seats—Free Construction Work Reading—Literature Blackboard—Written Language
1.55—	2.20	25	Seats—Free Construction Work	
2.20—	2.45	25	Language—Oral	
			I. Stories	
			(a) History	
			(b) Literature	
			(c) Nature	
			(d) Geography	
2.45—	3.10	25	Blackboard—Written Language	Language—Oral
				I. Stories
				(a) History
				(b) Literature
				(c) Nature
				(d) Geography
3.10—	3.15	5	Games—Rhythm	
3.15—	3.45	30	Drawing (two days)	
			Manual Training (one day)	
			Written Work (two days)	
			(a) Copy Book	

# FIFTH GRADE—Continued.

HOUR	TIME	GROUP I	GROUP II
		(b) Copy Poems	
		(c) Written Language on Paper. 15 or 20 minutes is long enough for written work of this character. Ten minutes may profitably be saved here for drill exercises of different kinds.	
3.45		Put away work—Dismiss	

## SIXTH GRADE.

### MORNING CLASS.

9.00—	9.15	15	Opening Exercises	<div> <div>Songs</div> <div>Poems and Memory Gems</div> <div>Reproduction of Stories</div> <div>Conversation Lessons on current events, excursions, etc.</div> <div>Nature Study</div> </div>	
9.15—	9.40	25	Arithmetic		Seats—Occupation—Arithmetic
9.40—	10.05	25	Seats—Occupation—Arithmetic		Arithmetic
10.05—	10.30	25	Geography		Seats—Brush Work or Blackboard Illustration, or Blackboard Written Work
10.30—	10.40	10	Games—Rhythm		
10.40—	11.05	25	Seats—Brush Work or Blackboard Illustration, or Blackboard Written Work		Geography
11.05—	11.17	12	Music		
11.17—	11.27	10	Spelling		
11.27—	11.40	13	Literature—Reproduction of Silent Reading		
11.40—	11.45	5	Put away work—Dismiss		

### AFTERNOON CLASS.

1.30—	1.55	25	Reading—Literature	Seats—Free Construction Work
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# SIXTH GRADE—Continued.

HOUR	TIME	GROUP I	GROUP II
1.55—	2.20	Seats—Free Construction Work	Reading—Literature
2.20—	2.45	Language—Oral	Blackboard—Written Language
		I. Stories	
		(a) History	
		(b) Literature	
		(c) Nature	
		(d) Geography	
2.45—	3.10	Blackboard—Written Language	Language—Oral
			I. Stories
			(a) History
			(b) Literature
			(c) Nature
			(d) Geography
3.10—	3.15	Games—Rhythm	
3.15—	3.45	Drawing (two days)	
		Written Work (two days)	
		(a) Copy Book	
		(b) Copy Poems	
		(c) Written Language on Paper.	15 or 20 minutes is long enough for written work of this
			character. Ten minutes may profitably be saved here for drill exercises of different
			kinds.
2.45—	3.45	60 Manual Work	

On the day when the manual work occurs omit the exercise which your pupils as a class are strongest in, in order to give your full hour.

In this grade there should be emphasized the inter-relation of the *Art* and *Manual Work* with the Geography, History and Literature.

MORNING CLASS.

HOUR	TIME	GROUP I	GROUP II
9.00—	9.15	15	Opening Exercises
			<div> <div>Songs</div> <div>Poems and Memory Gems</div> <div>Reproduction of Literature</div> <div>Conversation Lessons on current events, excursions, etc.</div> <div>Nature Study</div> <div>Art</div> </div>
9.15—	9.45	30	Arithmetic
9.45—	10.15	30	Seats—Occupation—Arithmetic
10.15—	10.40	25	Geography (two days)
			History (three days)
10.40—	10.50	10	Games—Rhythm
10.50—	11.15	25	Study, Brush Work or Blackboard Illustration, or Blackboard Written Work
11.15—	11.27	12	Music
11.27—	11.42	15	Spelling
11.42—	11.45	3	Put away work—Dismiss

AFTERNOON CLASS.

1.30—	1.55	25	Reading—Literature
1.55—	2.20	25	Seats—Study and Free Construction Work
2.20—	2.45	25	Language—Grammar
2.45—	3.10	25	Selections from History and Literature
			Blackboard—Written Language
3.10—	3.15	5	Games—Rhythm
			<div> <div>Seats—Study and Free Construction Work</div> <div>Reading—Literature</div> <div>Blackboard—Written Language</div> <div>Language—Grammar</div> <div>Selections from History and Literature</div> </div>

SEVENTH AND EIGHTH GRADES—Continued.

HOUR		TIME	GROUP I		GROUP II	
3.15—	3.45	30	Drawing (two days) Written Work (two days)			
			(a)	Copy Book only when necessary		
			(b)	Written Language on Paper. 15 or 20 minutes is long enough for written work of this character. Ten minutes may profitably be saved here for drill exercises of different kinds.		

NOTE.—The above program is suggestive for days when there is no Manual Work.

1.30— 3.30 2 Hours Manual Work

NOTE.—*On the day when the manual work occurs omit the exercises which your pupils as a class are strongest in,*  
in order to give your full two hours.

In *this* grade there should be emphasized the inter-relation of the *Art* and *Manual Work* with the Geography, History and Literature.

*General suggestions for all grades in program making.*

Theoretically each group should perform a different line of work during each group period.

SEAT WORK or Study periods, before and after recess, should be of a different nature.

WATER colors should be used at least twice a week for expression work—illustrative purposes, other than in the regular drawing lesson.

The hygienic conditions of the pupils and room should be considered at every exercise.

FREE CONSTRUCTION work may be done in school during the seat or study period. There should be an opportunity for every pupil to express himself in such exercise, thereby making more definite mental pictures. The formal lessons in manual work should aid *this* work.

All pupils should have a written lesson upon the blackboard daily.

Children should often be required to read aloud what they have written upon the blackboard.

In first grades the same order may be followed for the afternoon class—by reducing each 15 minute period to 10 minutes, the 20 minute period to 15, and the second GAME period to five minutes.

If fourth and fifth grades exceed thirty pupils there should always be more than two groups.

If the class is slow three groups should be made of the thirty pupils and the time arranged according to the mental ability of the group.

There should always be at least two groups in the sixth, seventh and eighth grades.

If the class numbers more than 35 pupils and is slow, it is often advisable to make a third group of the slow pupils, arranging the time for each group, according to the mental ability of the group.

In the afternoon the teacher should arrange her work to save a minute or two from each group so as to allow at least five minutes for active games, placing such an exercise where children show signs of fatigue.



## SUGGESTIONS FOR WORK DURING THE PERIOD WHEN CHILDREN ARE NOT DIRECTED BY THE TEACHER.

### PRIMARY GRADES.

BLACKBOARD	OCCUPATION TABLE AND SAND TABLE	SEATS
Imaginative Drawing	Clay modeling	Copying sentences
Copying sentences	Card board modeling	Original sentences
Original sentences	Free construction work	about pictures
Written language	Brush work	Word building
Spelling	Cutting and pasting	Number problems
Number problems	Block building	Dissected pictures
		Games
		Construction work
		Sewing
		Brush work
		Braid and wool weav-
		ing
		Raphia

### GRAMMAR GRADES.

BLACKBOARD	SEATS
Imaginative drawing	Clay modeling
Written language	Card board modeling
Spelling	Free construction work
Arithmetic problems	Brush work
	Cutting and pasting
	Sewing
	Weaving
	Raphia

ADA VAN STONE HARRIS,  
Supervisor of Kindergartens and Primary Schools.

## MANUAL TRAINING.

### FIRST TO EIGHTH GRADES INCLUSIVE.

The aim of the manual training course is purely cultural. And it is intended that the work shall be employed solely as a means of utilizing the child's deep-lying motor instincts for self-development.

The plan includes a series of lessons for each grade from the first to eighth inclusive. However, while the scope of the system is continuous and covers the entire ground between the kindergarten and high school, this period falls into three natural divisions: the primary, intermediate, and grammar grades. Now, because of these divisions, and the needs and conditions growing out of them, it is necessary to provide separate equipment and separate supplies for each division; then, too, owing to the fact that the teachers of the primary grades oversee the construction work of their own classes, and because that of the intermediate and upper grades is taught by the special teachers, there must be separate outlines. This separation is, of course, necessary; still, a teacher should not allow it to influence the plans for the work of his grade. He should keep in mind the fact the work of a grade is but a part of a system.

Moreover, it should be understood that the course is not an end, but that it is a method; and that it has taken its place in the curriculum of our schools for the purpose of supplementing the other subjects. For this reason, as well as many others, it is just as important to place and keep manual training upon an educational basis as it is to have graded lessons in reading, writing, and arithmetic; and to this end, the teachers are earnestly requested to co-operate with the supervisor. Furthermore, the gradation should be such as will lead the pupil along by easy stages "from the known to the unknown and from the easy to that which is more difficult." Again, unless the work is kept upon an educational basis there is a waste of time and material; besides, it becomes hap-hazard and aimless.

However, this does not mean that the pupils should be obliged to follow a formal and fixed course of models, to merely imitate and reproduce objects designed by others; but it means that the carefully planned and arranged course of lessons is necessary as a basis and guide for the teacher's work.

It is expected that the teacher will adapt the course to the needs of the pupils; that is, to encourage individual expression, and to use the work as a means of throwing light on difficult problems and to supplement related subjects.

The teachers' models should be used solely for the purpose of teaching correct application of principles of construction, for illustration, and for creating high standards concerning accuracy, neatness, and finish.

The objects suggested in the various groups of an outline need not be taken up in the same order in which they are named for the reason that the plan of the object selected, as well as the ideas suggested by pupils, may be modified, if necessary, to suit their capabilities. For instance, the pupil may be led to modify his plan, or the teacher may suggest such changes as will add to the difficulty of the work and at the same time enhance the value of the work, and the finished piece. This method permits of great freedom and it insures a progressive sequence in the work of a system of hand-work.

It is important that the pupils originate and develop ideas to satisfy a felt need in themselves, to fill a place in their play, home, or school life *now*. This will bring the work into closer relations with local conditions.

Teachers should respond promptly to requests from principals for such apparatus, pieces of furniture, and other school conveniences as are within the pupils' capabilities and for the construction of which there are the facilities in the manual training room.

It is very desirable that all requests coming in to the manual training room for assistance or work to be undertaken by a pupil, should come direct to the pupil, and then, when he asks his teacher for permission to take up the work, it becomes simply a question of granting the pupil a privilege.

In the intermediate and grammar grades the first step in drawing should be the free-hand sketch. Then, after this has been approved by the teacher, the pupil will use it as data for the more accurate instrumental drawing which must be completed before the pupil undertakes the construction of the object.

For details concerning methods, correlated work, and suggestions for the decoration of the pupils' work, etc., outlines will be sent to the teachers from time to time. Water colors, pyrography, and carving will be employed for the decoration of surfaces. However, care and tact must be exercised with reference to the means of decoration and the class of articles that are to be decorated. All questions pertaining

to decoration should be determined before the pupil undertakes to construct an object.

Manual training should develop the child's ability along creative lines. And the first step in that direction is to teach the child that function is the basis of form and size, and that these things are not left to chance or guess-work.

Beginning with the first lesson and all through the course, when planning an article for construction or when demonstrating the development of an idea, teachers should show the reasons for the general form of the piece, the size, proportion of various parts, and why the material used in its construction was selected for the purpose. Then such important matters as durability, simplicity, decoration, and finish should be taken up. Teachers should place due emphasis upon each of these problems in order that the judgment of the pupil may be trained to perceive and appreciate that which is best and essential in design, as: good proportion, beauty, and adaptability of an object to its intended use.

It is expected that the primary-grade teachers will give careful attention and emphasis to the drawing for the construction work of the second, third and fourth grades.

Great care and tact should be exercised in criticising and in approving the pupils' finished work. Lead them to criticise their own work as early as possible. Teachers should aim to create high ideals and standards regarding neatness, accuracy, symmetry, and all matters pertaining to honest and conscientious work; and yet, one standard should not be set for all, as is done in a trade school, but no child can give more than his best effort and this must be our aim.

It must be remembered that even painstaking care will not insure any great degree of truth and accuracy in the work of a beginner. It requires time to develop the muscles and to acquire the dexterity necessary to perform with any degree of certainty even the various simple exercises involved in cutting out and fastening together little paper boxes. Therefore, in order to succeed, teachers should be able to distinguish between a lack of skill and carelessness.

From the manual-training point of view, the material things,—the objects made by the pupils,—are of especial interest only when the conditions or methods under which the work was executed are known. That is, in order to judge the value of the work of a teacher it is necessary to go behind the visible things and study the methods. The true manual-training teacher emphasizes the invisible or the educational side, and will not allow himself to be misled by the temptation to make an attractive showing; therefore, an exhibition of construction work is

not, in the best sense, a demonstration of the worth of a teachers' work.

For the construction work in the primary grades the children will use clay, raffia, reed, white-ash splint, yarn, cotton carpet warp, cloth, rags, strawboard, tag-board, manilla paper, colored wrapping paper, colored cover-paper, remnants of wood from the manual training rooms, and such "waste material" as may be brought in from time to time by the children.

In the intermediate and grammar grades pupils are provided with the following:: basswood, white pine, whitewood, cherry, maple, reed, white ash splint, bamboo, cloth, leatherette, gummed binding, press-board, colored cover-paper, a variety of hooks, hinges, locks, etc., mirrors, shellac, paint, varnish, stains, etc.

In addition to that which is a necessary part of the presentation of the principles and the demonstration, the theoretical work will include talks on forestry, the methods of converting the tree into lumber; information pertaining to the sources of material used in the pupils' work; the "evolution of tools," their care and methods of sharpening; the manufacture of screws, nails, paints, stains, varnishes; methods of finishing and preserving woodwork and metal-work, etc. Suggestions for this work will be given to the teachers from time to time by the supervisor.

Teachers should give especial attention to the opportunities for adding to the vocabulary of the child the words that are new to him.

And, whenever possible, take advantage of opportunities for applying the pupils' theoretical knowledge of mathematics.

## SUGGESTIVE WORK FOR THE PRIMARY GRADES.

### FIRST GRADE.

**TAG BOARD or OLD PASTEBOARD:** A tag for labelling the pupil's unfinished work; a yarn winder, formed like a Greek cross; an easel or mount for picture or calendar, made to suit size of object to be mounted upon it; a locomotive and train of cars (a R. R. station house may be made of manilla paper, see group of folded models).

**CLAY MODELLING:** For instruction and suggestions relating to the clay modelling, see supplemental outline.

### RAFFIA AND CARPET WARP.

**A SQUARE RAFFIA MAT:** This is to be woven on a simple straw-board loom. The mat should be made 5 in. or 6 in. square.

**RAFFIA WINDING:** A penwiper made of a pasteboard disc about  $2\frac{1}{2}$  or  $2\frac{3}{4}$  in. in diameter with a  $\frac{1}{2}$  or  $\frac{5}{8}$  in. hole in the center. Cover with raffia. Fasten circular piece of tissue paper or chamois skin to under side of disc. Finish by sewing raffia bow in center.

### RAGS OR YARN AND CARPET WARP.

**A HOLDER:** Weave a holder 6 x 6 in. or 5 x 7 in. Use rags or Germantown yarn for the woof and cotton carpet warp. Make and fasten a loop at one corner for hanging. For loom use the backs of old writing pads.

### MANILLA PAPER.

(Folding Exercises.)

This is a heavy wrapping paper with a smooth, glossy surface. It can be folded and creased without breaking, therefore it is not necessary to score it before folding.

For the models named in the first grade series that are formed by folding and creasing, the pieces of paper will be delivered to the schools cut to the required forms and sizes, ready for folding.

**A FAN:** This fan requires a sheet of paper 8 x 11 in.

**A CORNUCOPIA:** The paper for this is 6 x 6 inches.

**A BUTTON BOX:** For a button box 3 x 3 in. inside, a piece of paper  $4\frac{1}{2}$  x  $4\frac{1}{2}$  in. is required.

**A MAY BASKET:** A small basket may be made of a sheet 8 x 8 in. The handle should be  $\frac{1}{2}$  in. or  $\frac{5}{8}$  in. wide.

**A SEED BOX (with a cover):** This requires two squares of paper 6 x 6 inches.

**A COLONIAL HAT:** The paper for this should be 12 x 18 in. or less, according to the size of head for which it is intended.

**A TOY LANTERN:** A piece of paper 6 x 6 in., and two strips of dark paper about  $\frac{3}{8}$  in. wide for bands at top and bottom edges. For the handle cut a narrow strip of the same color as is used for the bands.

**A RAILROAD STATION HOUSE:** This may be made in connection with the train of cars, use manilla paper. A piece 6 x 9 inches will be needed.

### COLORED WRAPPING PAPER.

**AN ENVELOPE:** This may be made in connection with a language lesson or for St. Valentine's Day.

Other suggestions for the use of pasteboard and raffia: A pin cushion, box for buttons, pin tray, two pasteboard disc with  $\frac{1}{2}$  in. hole in center of each. Join flat faces, wrap over both with raffia, finish with bow at center and hang with strand of raffia, the pieces are placed around the edge; double, and triple picture frames may be made by joining the frames at the back after each has been wrapped.

Old mailing tubes may be used to good advantage for making hair-pin box, with cover; pencil cases; toy rattle, make handle of dowel rod,  $\frac{3}{8}$  or  $\frac{1}{2}$  in. sticks which may be made round by pupils of the fifth or sixth grades.

A model of a raffia doll may be seen on the model board at the office.

There are several forms of serviceable and attractive picture frames that can be made of mounting board and raffia. But instead of covering the entire surface of a frame with raffia it is finished and decorated by punching holes at short intervals about  $\frac{1}{2}$  or  $\frac{5}{8}$  of an in. from the outer edge or that distance in from both edges and then, with a needle threaded with raffia, sew through these holes and over and over about the edges. After sewing once around the frame, repeat it in the opposite direction. This will form a V-shaped decoration. Fasten bows of raffia at the points where the hanging strand is attached to the frame.

Many useful and interesting pieces may be made by using old boxes, the backs of writing pads, ribbon bolts, and old mailing tubes.

To render the raffia pliable and easy to wrap, braid, and tie it should

be wet and then allowed to become partially dry before attempting to work it. However, if the raffia is very damp it will shrink and expose the surface of the foundation upon which it is wrapped. When convenient, it is a good idea to have a small moist cloth through which the strand of raffia may be drawn, so as to moisten and flatten it.

When wrapping with raffia be careful to hold the strands firmly and wind closely. There should be just enough lap to cover and allow for shrinkage.

In order to insure the complete covering of the surface of the foundation, begin, on a circular piece, by wrapping the strands around the surface of the disc in such a manner as to leave broad spaces between the strands at the outer edge, that is, the result of the first wrapping should resemble the spokes of a wagon wheel. Then go over it again so as to cover the bare spaces. This method must be followed in wrapping discs, in order to be successful.

To cut such things as mailing tubes into the desired length, bind a piece of strong paper around it and then use the edge of the paper as a guide for cutting with a knife.

## SECOND GRADE.

### TAG BOARD AND OLD PASTEBOARD.

**A TAG:** Make a tag about  $1\frac{1}{2}$  x  $2\frac{1}{2}$  or 3 inches. This is to be used by the children for labelling unfinished work.

**A "YARN WINDER":** If convenient, use a piece of old pasteboard as it is stronger than tag board. For this model draw the form of a Greek cross based on a 3 x 3 in. square. As soon as it is completed let the children wind it with their fastening material, yarn or raffia.

The tag board or pasteboard will be used for the foundation of picture frames and a number of other models.

**WEATHER VANE:** This may be made in connection with lessons relating to direction, weather, etc.

The wheel should be made of a square of colored wrapping paper or manilla paper 6 x 6 inches. For the vane, use a strip of tag board about  $2\frac{1}{2}$  x 7 or 8 inches, and a piece of thin wood  $\frac{3}{8}$  in. or  $\frac{1}{2}$  in. wide by 12 in. long, fasten the wheel to the end of the vane.

The post upon which the vane revolves may be about  $\frac{1}{2}$  x  $\frac{1}{2}$  in. square and 15 in. or 16 in. long.

To hold it in an upright position, the lower end of the post should be fastened to a piece of thin wood four or five inches square.

These small pieces of wood may be secured through one of the special teachers of manual training.



**CARPET WARP.**

**TOY HORSE REINS AND WHIP:** This piece of work will introduce the yard stick and the one-foot measuring rule, for definite work in measuring.

The long piece for the reins should be made three yards long. Make the "breast piece" one foot long. Use four strands of warp.

After the reins are completed let the children make a lash for a toy whip one-half of a yard long. Use two strands for the lash. Let the children provide pieces for the whip handle about sixteen inches long.

These pieces are made by means of the ordinary "loop-chain stitch," as in crochet work, but it is done without the aid of a needle.

**MANILLA PAPER.**

**BOX FOR CHRISTMAS PENNIES:** A box made by folding. It is made of a piece of paper cut 9 x 9 in. Make slot for pennies in a side that will be covered on the inside by one of the loose flaps.

**ENVELOPE (for written work):** A sheet of paper 7 x 9 in. This size will make an envelope about 3½ x 4½ in.

All construction lines in this are made by folding and creasing.

**COLORED WRAPPING PAPER.**

**A BOOK MARK:** Make a bookmark for use in school room. When cut and ready for folding the paper for this should be 2 x 4 inches.

**A MAY BASKET (projecting lips):** This requires a square of paper 6 x 6 inches. Mark off three two-inch spaces on each of the four sides. Connect points with oblique lines. Cut out V-shaped pieces. Punch and fold. Fasten corners with raffia. Roll lips down without moistening. Make handle about ½ or ⅝ inch wide.

**COLORED COVER PAPER.**

**A WALL POCKET:** This may be used for cards or for letters. It is made of a square piece 8 x 8 inches. Decorate the surface.

**A BOOK MARK:** For Christmas, the folded book mark may be made. Draw and cut an oblong 2 x 4 inches. Mark for holes. Punch, score and fold. Tie with colored raffia.

**COLORED WRAPPING PAPER.**

**FREE WEAVING:** As the term implies, free weaving is weaving with loose strips only. The narrow strips are so interlaced as to form mats, frames, etc.

**YARN.**

**TOY KNITTERS:** The small spool-like knitters for the second grades may be made in the manual training shops by the seventh or eighth grade boys.

This knitting may be used for making mats, doll hats, spreads for doll beds, etc. For instructions concerning the different forms of web, see "Directions for Use of Knitter" on separate leaflet.

**RAFFIA.**

**A CIRCULAR MAT:** Make circular mats of braided raffia. Use plain raffia.

**CIRCULAR AND ELLIPTICAL MATS:** Circular and elliptical mats may be made of braided raffia with a stripe of color about the width of two braided strands.

Then make a simple circular "loom" and weave mats with plain and colored raffia. Finish edge with fringe. See loom and mat at the office of the supervisor.

**BASKETS:** The braided raffia may be used for making toy baskets and bags.

**DOLL HATS AND CAPS:** Let the children make these hats and caps to suit the size of dolls for which they are intended.

**HANDKERCHIEF BAG:** This is usually made of two mat-like pieces sewed together at the edge, a little more than half-way around.

In braiding the raffia for this bag use at least one colored strand.

A slender handle may be made about ten inches long if the bag is hung from the belt. If it is to be hung from the neck, make it about a yard long.

**A NAPKIN RING:** For the foundation of this use a piece of ash splint about  $\frac{1}{2}$  inch wide. Make it about 2 inches in diameter. Cut the splint long enough to double and have the ends lap about one inch.

**A SQUARE MAT WITH FRINGE:** Use raffia for both warp and woof. For this a simple loom will be made by the boys in the manual training shops.

**THIRD GRADE.****TAG BOARD.**

**A TAG (for labelling work):** Make tag about  $1\frac{1}{2} \times 2\frac{1}{2}$  inches. Let children mark and cut corners to resemble an ordinary commercial tag.

**YARN WINDER (X-shape):** This should not be made until it is needed.

Draw a square 3 x 3 inches. Mark points  $\frac{3}{4}$  inch from each corner, on all sides. Connect corresponding points with oblique lines. Cut out V-shaped piece on each side. Wind with yarn or raffia.

### MANILLA PAPER.

**AN ENVELOPE:** This may be made in connection with the work of St. Valentine's Day or at any time during the school-year when it can be used to the best advantage.

The drawing is based on an 8 x 12 inch rectangle.

**A "CIRCLE MAKER":** Cut out a strip of tag board or heavy paper about  $\frac{5}{8}$  or  $\frac{3}{4}$  inch wide and 10 or 12 inches long. Draw a center line the full length of the strip. On this center line place dots 1 inch apart, the first should be about  $\frac{1}{2}$  inch from the end. On each dot punch a small hole with a pin.

This circle-maker will be used by the pupils in place of a compass and should be made in connection with the first piece of work that involves the use of curved lines.

### COLORED COVER PAPER.

**BOOK MARK (a simple disk):** Describe circle 3 inches in diameter. Mark points  $\frac{1}{2}$  inch each side of center of circle. From these points erect perpendiculars cutting the circumference. Cut out circle. Cut along the perpendicular lines to the diameter of circle.

**BOOK MARK (fan-shaped):** Describe a circle 2 inches in diameter. Each side of center mark half the width of "ribbon" ( $\frac{1}{2}$  inch wide). Draw lines for the ribbon  $2\frac{1}{4}$  inches beyond circumference of circle.

**PYRAMID CANDY BOX (based on equilateral triangle):** Draw base line. Mark length of base  $8\frac{1}{2}$  inches. With ends of base line as centers, and  $8\frac{1}{2}$  inches as radius draw intersecting arcs. Complete the triangle. Bisect each side and draw inner triangle. From the base lines mark height of sides. Punch, score and fold. Fasten with colored raffia.

**CATCH-ALL (conical form):** Draw base line 9 or 10 inches long. From center of line, with a radius of  $4\frac{1}{2}$  inches, draw semi-circle. Mark width of flap ( $\frac{1}{2}$  inch) below straight line, one side of center. Cut out. Roll into form. Paste. Near the flap and  $\frac{1}{2}$  inch below top edge punch two holes 2 inches apart, through these holes fasten a piece of raffia or yarn for hanging the catch-all.

**A WALL POCKET (for letters):** The parts of this model will be fastened together through projecting flaps. Decorate the surface.

**A COMPOSITION BOOK (for St. Valentine's Day):** For the leaves cut two pieces of writing paper  $3\frac{1}{2} \times 10\frac{1}{2}$  inches. Cut a piece of colored cover paper for cover  $3\frac{3}{4} \times 11$  inches. Fold the cover and punch the holes. Fold the leaves, place them inside of the cover and mark for holes. Decorate the cover.

**MATCH BOX AND SCRATCH (crescent shape):** Draw a center line. Describe outside curve. Mark width. Then find center and describe inside curve. Make box to suit length of match. (See model at the office.)

### RAFFIA.

**A CIRCULAR OR ELLIPTICAL MAT WITH OPEN BORDER (made of braided raffia):** This mat should have a narrow stripe of color near the outer edge. The open border may be of plain raffia or colored.

**A RAFFIA COIN BOOK:** The coin book is made of several strands of braided raffia sewed together so as to form an oblong-shaped piece with semi-circular ends, about  $2\frac{1}{2}$  inches wide and 8 inches long. One end is folded over and the parts are sewed together along the edges to form a pocket. The other end is folded down to form a flap. This flap is held in place by means of a metal fastener.

A narrow strap-like piece is made of raffia and its ends sewed to the back of the book in order that it may be fastened to a belt. (See model at the office.)

**A RECTANGULAR PICTURE FRAME:** In making frames for pictures from 2 to 4 inches long the foundation or frame work should be made of strips of pasteboard or tag board 1 inch wide. The strips should be cut, glued together and filled in between laps so that the surface of the frame will be even. Let the child make the frame to fit the picture.

**A CIRCULAR PICTURE FRAME:** For small pictures the band should be about  $1\frac{1}{4}$  inches wide. Draw and cut out four semi-circles of tag board or old pasteboard. Glue them together so that the points overlap. Wind this frame work with plain raffia.

The frame may be left plain or it may be finished by sewing a strand of braided raffia around the edges of the outer and inner circles. If this is done the strand around the outer edge should be looped directly over the center of the frame, for hanging.

**A NAPKIN RING (raffia and splint):** For the foundation of this ring use white ash splint, cut it about  $\frac{1}{2}$  inch wide and long enough to make a ring 2 inches in diameter, of double thickness and so that the

ends will lap an inch. Wrap with raffia and finish edges with button-hole stitch.

Let the pupils determine length of splint.

**A KNOTTED WORK BAG:** This should be made of selected raffia strands of medium width and strong.

A light, attractive material of harmonizing color will be used for the lining (a cotton crepe).

**A TWINE BAG:** This is a bag for holding a ball of twine. Its construction is very similar to that of the work bag.

**WOVEN RAFFIA MATS:** Mats with fringed edges. Looms may be made by the boys of the seventh and eighth grades.

This loom is adjustable in both width and length; and each is fitted with a heddle and a shuttle.

## FOURTH GRADE.

### TAG BOARD.

**A TAG:** This tag may be made of the same form and size as that for the third grade.

**PENCIL BOX:** Construct the tray first and then make the cover to fit it. Make it about  $\frac{3}{4}$  or 1 inch deep,  $2\frac{1}{2}$  inches wide and  $\frac{1}{4}$  of an inch longer than the length of a new, unsharpened pencil. For such work as this the pencils used by the pupils for the drawing must be kept very sharp.

### COLORED COVER PAPER.

**A BLOTTING PAD:** The surface of the pad is to be decorated (see sample on model board at office). The size of this model should not exceed  $2\frac{7}{8} \times 5\frac{1}{2}$  inches, because the blotters are cut into rectangles about  $3\frac{1}{8} \times 5\frac{3}{4}$  inches before they are delivered to the schools.

**HAIR PIN TRAY:** This should be made to suit the length of a hair pin, between 3 and  $3\frac{1}{2}$  inches inside; in depth it may be made  $\frac{3}{4}$  or 1 inch. In this piece, as in the drawing of all the work of the grade, the children are to make the entire drawing; that is, they are to bisect, locate centers from which to describe the arcs, etc.

**WOVEN TRAY (card tray):** Select two harmonizing colors. For a tray 4 x 4 inches inside it requires a square of paper  $8\frac{1}{2} \times 8\frac{1}{2}$  inches, when cut to the finished size. For a tray of above size weavers should be  $\frac{1}{2}$  inch wide by about  $17\frac{1}{2}$  inches long. Other forms may be made, circular or octagonal.

**WALL BRACKET (for a corner):** This bracket requires a piece of

paper 6 x 6½ inches; this allows for cutting. Let pupils find centers for curves.

**AN EASEL:** Because of the converging-lines, the first step in the drawing of this easel is the center line, the base line, then the arc at top. Roll the projecting lip without moistening.

**A FAN (circular or elliptical):** For the handle use a thin piece of wood about ¾ or ½ inch wide by 12 inches long, and three small tacks for fastening together. Make the fan about 6½ inches in diameter and decorate the surface. See the forms on the model board at the office.

### WHITE ASH SPLINT, RAFFIA AND REED.

**BOOK MARK:** This is made of splint, plain and colored raffia. The splint spokes should be moistened and the ends folded back and tied with a slender strand of raffia to hold them in place while weaving. The weaving should cover the ends that are turned back about ½ inch.

**A SPLINT AND RAFFIA MAT:** Use splint for the spokes, plain raffia for weaving the body of the mat, and a short distance in from the outer edge weave in a stripe of color about ¼ inch wide.

**A REED MAT WITH OPEN BORDER:** This should be planned to suit the size of the object for which it is made. Use plain and colored reed or two harmonizing colors. The construction of this piece should precede the basket.

**A REED BASKET:** The foundation of the basket will be the same as that of the mat preceding this. The new exercises are the turning of the spokes to form the side and finish at the upper edge. Use colored reed.

**WOOLEN MATS:** In the fourth grades of those schools that have looms, woollen mats may be woven. For the purpose of weaving stripes, checks or other patterns, two colors should be used. This weaving must be done from a drawing made by the pupil.

The loom and attachments for this weaving is the same as that described for the third grade work.

In basketry and weaving, as well as in other forms of hand-work, the general plan and all details of an object must be worked out and decided upon before the pupil undertakes its construction.

In addition to the manual work indicated in this outline, teachers may find many helpful suggestions in the course of models arranged on the model board at the office of the supervisors. It includes such things as weather signals, Dutch windmills, toy boats, carts, wigwams, canoes, tents, doll houses, furniture, clock dials, sun dials, simple me-

chanical apparatus, and ideas for the festivals, as Thanksgiving Day, Christmas, Lincoln's Birthday, St. Valentine's Day, Washington's Birthday, Easter, May Day, etc. Besides the models, there are books in the office of the supervisor that teachers may use during office hours

### **A SUGGESTIVE COURSE FOR THE FIFTH AND SIXTH GRADES.**

A Mount, for "A Good Place to Light."

String-Winder, a frame of four pieces.

Hanging Shelves.

Train of Cars and R. R. Station House.

Match Box and Scratch, horizontal.

A Key Board, with brass hooks, decorate.

Necktie Holder, to be decorated.

A Blotting Pad, decorated.

Toy Boat.

Mount for Needle Book and Scissors, decorate.

Whisk-Broom Case, small; to be decorated.

Corner Shelf.

Spool and Thimble Holder.

Match Safe, semi-circular box.

A Coffee-Pot Rest, open work.

A Paper Knife, carved.

Whisk-Broom Case, large size; decorate.

An Easel for a Calendar or Pen Wiper, to be decorated.

Frame for Lamp Screen, applied art work.

Brush and Comb Case.

A Reed Tray, a rectangular wood base, and woven sides.

A Splint or Reed Work Box.

Self-Propelling Boat.

Wall Bracket, decorate.

A Bric-a-Brac Shelf, decorate.

An Insect Spreader, for Nature Study work.

"Windmill," with circular hub.

Three-panel Screen, hinged; for applied art work.

Many of these pieces afford opportunity for decoration in water colors. To avoid "spreading" of the colors when applied to the wood they should be used as thick as possible and at the same time be easy to apply.

### **SUGGESTED WORK FOR THE SEVENTH AND EIGHTH GRADES.**

Mount for Calendar and Match Scratch,  $\frac{1}{4} \times 2\frac{3}{4} \times 8$  in.

A Necktie Rack.

Flower-Pot Rack, oblong.

Dish Drainer, square or oblong.

Desk Tray, to hang on side of desk for pencils, etc.

A Scouring Board, for kitchen knives.

Rack for Tooth Brushes, horizontal.

Knife Strop, jackknives, etc.,  $\frac{3}{8}$  in. stock.

Bench Hook, a bench tool;  $\frac{1}{2}$  in. and  $\frac{7}{8}$  in. stock.

Match Safe, vertical back; circular box,  $\frac{1}{4}$  in. stock.

Flower-Pot Rest, halved joint;  $\frac{5}{8}$  in. stock.

A Weather Vane, halved joint.

A Bread-Cutter Guide. A Cart.

Paper File, brass wire; carved base.

A Corner-Rack, for kitchen cloths.

Window-Garden Box, with trellis.

A Savings Box, decorated with carving.

Box Kites. Toy Knitter, for Second Grade use.

A Tool Rack, to suit pupils' tools at home.

Blue-Print Frame, for Nature work.

A Coat and Hat Rack, chamfered;  $\frac{7}{8}$  in. stock.

Sleeve Board, circular ends;  $\frac{7}{8}$  in. stock.

A Broom Holder,  $\frac{5}{8}$  in. and  $\frac{7}{8}$  in. stock.

Corner Shelf,  $\frac{1}{2}$  in. stock.

Coat Hanger, formed to fit coat.

Nail Box, with several compartments.

A Simple Foot Stool. A Wagon.

Bird House, shed or gable roof.

A Wall Bracket, hard wood.

A Paper Knife, cherry. A Simple Bicycle Holder.

Lamp Screen, Venetian iron base.

Windmill Motors. A Wheelbarrow.

Clock Shelf. Bicycle Rack.

Bric-a-Brac Shelf.

Work Box, on bamboo legs, box made of reed.

Desk Tray, of reed.

Shoe Polishing Stool.

Clock Case, to hang on wall.

Book Stall, hinged.

Book Stall, housed standards.

Book Stall, framed base.

A Wall Bracket, of hard wood.



Venetian Iron Candle Sticks.

“ “ Coffee Rest.

“ “ Picture Frame.

“ “ “ Easel.

“ “ Sconce.

“ “ Flower-Pot Holder, etc.

Tabouret, circular top, triangular shelf.

“ square top.

“ octagonal or hexagonal top, with sloping standards.

Ornamental Box, for gloves, handkerchiefs, or neckties.

A “Strong Box,” metal corners.

Wood and Bamboo Shelves.

Drawing Board. Picture Frame, halved joint.

T-Square and Triangles.

Foot Stool, rectangular form ;  $\frac{5}{8}$  in. stock.

Stool with splint seat.

Picture Frame, mitred corners.

A Loom and Shuttle, for large cushion covers.

Simple Cabinet, straight line design.

Toilet Cabinet, with mirror.

Small Table, with bamboo legs.

Metre Measure, for school use.

Hanging Shelves, braided-reed rope.

School Apparatus: Measuring rulers, insect spreaders, window gardens, simple picture frames, simple looms for bead work, etc.

An Adjustable Loom with heddle and shuttle for use in the grades from the third to sixth.

Because of the importance of the many opportunities for teaching the proper use and care of tools and material, as well as demonstrating the correct applications of principles of construction, it is expected that the teachers will consult freely with the supervisor.

## DIRECTIONS FOR CLAY MODELLING.

It is not intended in this to map out a graded course of lessons for the children, but merely to present some directions concerning the preparation and care of clay in the school; and a few suggestions with reference to the methods of modelling. This is to be used *solely as a guide for teachers*.

As a rule, the clay work undertaken by the children of the primary grades will be incidental to or the outgrowth of one of the other subjects. They should be allowed to model whatever they undertake in their own way. Of course the results will be very crude; but as it is intended that they shall use clay as a means of expressing their own ideas and thoughts, rather than imitating or reproducing the teacher's work, they must have full freedom. Clay is one of the most plastic and responsive materials that can be placed in the hands of school children; and yet, because of the lack of experience and skill, the efforts of beginners result in some very grotesque representations. However, if the teacher will look upon the work as a means to an end, instead of an aim or end in itself, she will not be discouraged with results.

If a teacher desires to arrange a course of models in a progressive order as a foundation for the work of the upper grades, the following suggestions will serve as a guide: Select familiar objects and begin with one of the simplest forms; that is to say, forms that involve the least number of exercises, and then arrange the group according to the number and difficulty of the exercises involved in forming each model. This method insures a progressive sequence of problems and exercises,—a course based upon problems and physical difficulties. Still, as a formal course of models to be imitated by the children, it is isolated and lacks motive, therefore its educational value is small as compared with that which is related to the regular subjects.

In clay modelling as in other forms of manual work, purposeful effort should be the key-note.

**HOW TO PREPARE THE CLAY:** To prepare dry clay for use, place the small lumps or powder on a strong piece of cloth, bring the corners of the cloth together and tie like a bag. Now place it in a box or can, then pour water over the bag and allow it to remain two or three hours, or until it softens. Remove the bag and while the clay is in the cloth, knead it as you would dough. After it has been worked into a plastic

mass, and it is free from lumps, remove from the bag. If it is too wet allow it to dry out, if too dry, moisten it.

To avoid waste, lumps of dry clay should be broken up fine by wrapping one or more large pieces in a cloth and then pounding it with a mallet or heavy stick.

Before giving the clay to the children, see that it is of the consistency of stiff bread dough. It should yield easily to slight pressure of the finger and not stick, but, if lightly rubbed, it should have a smooth, glossy, surface. Hard, stiff clay cannot be worked successfully, and it will not hold together.

**DISTRIBUTION OF CLAY:** To divide the wet clay, use a slender wire or strong thread, and cut it as you would a bar of soap.

Neatness and economy in the use of the clay should be inculcated from the start.

In the elementary work of the small children be liberal in the distribution of the clay, allow each child to have a piece as large as he can conveniently handle, that is, if it is consistent with the work in hand.

It is not always advisable, and, of course, in many cases it is not possible, for the children to model objects the same size as the originals. The teacher must decide such questions and divide the clay accordingly.

In the work of small children discourage the modelling of such pieces as require minute work in fine details.

**TOOLS AND APPLIANCES:** Use no tools except as the children find use for and make them.

For the pupil to work upon, there is nothing better than a table covered with oil cloth. But when the modelling must be done at the child's desk, either of the following will be found satisfactory: a smooth board; a school slate; a roofing slate; piece of oil cloth; or a pad of cheap paper from which a sheet may be torn for each child, and when the lesson is closed, the paper may be thrown into the waste basket.

### GENERAL DIRECTIONS.

Discourage the tendency to over-emphasize details.

**LIFE AND ACTION:** Whenever consistent with the purpose of the work in hand, the children should be led to express life and action. This may be done by means of the arrangement of body, head, arms or legs, for example: walking, lifting, digging, oxen or horse hauling, dog or cat with ears turned to catch sound, an open door, etc.

**TO FIND RIGHT PROPORTIONS OF AN OBJECT:** First, decide upon the size of the body, or principal part, and model it. Then find the

right proportion of a detail by comparing the corresponding part in the model with its body and make the piece in hand of the same relative size. For example, in forming the head of a little chick, it is made about one-third or a fourth of the size of the body to which it is to be joined because in the model the head appears to be that proportion of the body. The proportion of and distance between the various parts may be found in the same manner.

When comparing objects talk *with* the children and lead them to see where the pieces are alike; how they differ, etc. Let them name or show the forms and lines they find in other things about the school or home that are similar to those in their work.

**KEEP THE FINGERS CLEAN:** A sponge or moist cloth for each child is a great convenience in keeping the fingers clean and free from the particles of clay that interfere with occasional smoothing of a surface with the fingers.

**RAPID DRYING OF THE CLAY:** The warmth from the hands cause evaporation of the moisture in the clay, and it dries rapidly. Therefore, the children should be cautioned with reference to trouble caused by the rapid drying of clay.

**THE MODEL TO BE FINISHED IN ONE LESSON:** The children should undertake nothing but what can be completed in one period. Objects requiring longer time must be kept wrapped in moist cloths until taken up again for completion.

**MODELS FOR MODELLING:** When forms or models are placed before the children, they should be the best obtainable.

**INCONGRUITIES:** Eschew such incongruities as the use of feathers, sticks, string or wire except as they may be needed inside of the clay for the purpose of strengthening a piece of work.

**BREAKING UP MODELS:** When breaking up clay models made by the children, do not allow it to be done in their presence.

**TO PRESERVE:** Models may be preserved by coating them with gum arabic and then varnish or shellac. But they should be thoroughly dried before doing so. The time required for drying depends on the size of the object. They may be placed in a drawer or cupboard until dry, or, after a day or two they may be baked in a slow oven.

**FINISH OF LINES AND ANGLES IN ADVANCED WORK:** In curved objects the "point of union" between two parts usually forms a concave line, and, after pieces are joined this concave line should be carefully smoothed out with thumb or finger, leaving a graceful curve. Still, when the joined parts form a sharp angle, the lines should be true and the angle as well defined as the children can make it with finger nail or sharp stick.

**TOY DISHES FOR DOLLS' HOUSEKEEPING:** Miniature dishes should be made from single pieces of clay,—large dishes are “built-up.” For a small cup, bowl, or any deep toy dish, roll a piece of clay into the desired form. Now with the thumb or finger make a hole in it about two-thirds its length. Then the sides should be made thinner by pinching it all the way around near the top and as far down as may seem necessary, at the same time the outside should assume a general shape; and then finish forming the outside. The form of the outside depends upon the manner of pressing and pinching the sides.

**ANOTHER METHOD FOR SHALLOW DISHES:** (Advanced work of upper grades). A method of forming a shallow dish is to roll a piece of clay into a roll a little thicker than a pencil and long enough to make a dish of the size desired, either square, round or oval. Form a ring with the roll and fasten the ends together. Fill the space within the ring with small pieces of clay and carefully work them together. For the rim, make another roll and place it around the edge on the top side. Now finish.

**BUILT-UP WORK:** The sides of deep dishes like cups, bowls, and flower-pots, in advanced work: First the bottom is formed and then a roll of clay about as thick or thicker than a pencil is placed around even with the edge of the bottom. This is fastened in place and flattened by means of a little pressure. Successive rolls are added until the desired depth is reached. Stick each roll fast to the one preceding it. The rolls must be made quickly and used immediately. Both the inside and outside must be made smooth as the work proceeds, and the top should be parallel with the bottom.

By making the rolls shorter or longer, the shape of a dish may be changed at any point.

In some work it is better to take off and put on again rather than attempt to compress or rub a piece into shape. This method is sometimes termed “building-up.”

**EXAMPLE OF BUILDING UP:** A beehive may be built up with the rolls of clay by making each successive layer a little shorter than the one preceding it so that it would gradually finish out to a point at the top of the hive.

The other method of modelling a beehive is to make a ball, taper it by rolling in the hands, and flatten the base end. Draw a spiral groove with a sharp pointed stick, beginning at the apex. Mark to represent rolls of straw.

**PUEBLO INDIANS' METHOD:** The Pueblo Indians still practice the earliest method of making pottery for domestic purposes, that is, hollow pieces are formed by coiling ropes of clay around in successive

layers until the right depth is reached. As the work progresses, the outside and inside surfaces are smoothed by means of curved scrapers. These scrapers are made of the hard rind of the gourd. The ware is fired in the open air. The articles are arranged in a circle, between two fires, one inside of the circle and another outside.

In the early days of pottery making, jars and pots for domestic purposes were hardened by baking before the fire or by means of a fire made of bark and light pieces of wood so arranged as to cover the clay ware.

It is probable that the old Egyptians were the first people to use a kiln.

**POTTERS' WHEEL:** The potters' wheel was one of the earliest industrial inventions.

A sketch and description of a potters' wheel will be sent to the teachers. One of these wheels can be made for each school by the boys in the eighth grades.

**DECORATION:** If there is any decoration let it be simple; in this elementary work, intricate design is not appropriate; use straight line and dot units. One method of applying the decoration is to cut or scratch it in the moist clay with a pointed stick. Another is to use dry color and paint the design on the surfaces after the clay has become thoroughly dry. In work similar to that made in connection with the study of primitive Indian life, it may be decorated by means of such lines and characters as were used by the people whose life and work the children are studying.

**DRAWING.****FIRST GRADE.**

**MEDIUMS**—Water colors, ink with brush, scissors.

**TYPE SOLIDS**—Make children familiar with type solids through handling, comparing, building, etc., whenever applicable to the daily work.

**PICTURE STUDY**—Pictures showing life and action, and illustrating home incidents are advisable for this grade; such as *Feeding Her Birds* and *First Steps*, by Millet; *Sistine Madonna* and *Madonna of the Chair*, by Raphaël; *Baby Stuart* and *Children of King Charles*, by Van Dyck; *Children of the Shell*, by Murillo, etc.

**BLACKBOARD WORK**—Encourage blackboard illustration of lessons and the practice of free circles, loops and straight lines.

**SEPTEMBER**

**COLOR**—Discover through conversational lessons, what the children know about color. Lead them to note color in soap bubbles, flowers, fruits, vegetables, birds, trees, sky, fields, etc. Encourage them to bring in examples of color,—bits of anything that show good color.

Have children observe and become familiar with the proper order of the prismatic colors thrown through glass prism.

Introduce color-box, giving particular attention to the use of water and handling of brush. Paint flat washes of red, yellow and blue.

Teach color mixing, i. e., red and yellow make orange, blue and yellow make green, and red and blue make violet.

Paint rainbow or prismatic colors in proper order, allowing colors to overlap.

Paint blue sky and green fields, taking colors direct from cakes of paint.

**OCTOBER**

Give class instruction on painting a large specimen from nature, showing pupils how to proceed with work.

Paint sedges, grasses, seed-pods, grains, etc.

Paint autumn flowers and fruits, selecting large, vigorous specimens from which to work.

Paint autumn landscape, noting color changes.

Paint trees with foliage. See Nature Study Course for selections.

Illustrate home and school experiences, language and reading lessons, nature myths, etc. See Course of Study.

PICTURE STUDY.

### NOVEMBER

Paint autumn fruits and vegetables.

Paint in ink, dried sedges, seed pods and bare trees.

Paint objects used to illustrate daily work.

Illustrate Thanksgiving stories and songs. For selections see Graded List of Poems and Stories for First Grade.

### DECEMBER

Paint winter landscape in ink.

Paint Christmas trees in color.

Paint or cut objects used to illustrate daily work.

Teach unit and border in decoration, using straight lines or simple spots as units. Apply to articles made,—such as clay, pottery, book covers, Christmas cards, etc.

Illustrate Christmas stories.

### JANUARY

Paint Christmas toys.

Paint in ink, a child posed in action.

Paint in color, winter wearing apparel, such as caps, mittens, etc.

Illustrate winter sports, Mother Goose rhymes, daily lessons, etc.

Practice free drawing of circles, loops and straight lines.

### FEBRUARY

Illustrate childhood stories related to the lives of Lincoln, Washington, Longfellow, etc.

Paint or cut objects used as illustrative material in daily work.

Make valentines, applying some of the principles of decoration taught in the December lesson.

PICTURE STUDY.

### MARCH

Illustrate windy weather.

Pose drawing from child in action and from animals studied in Nature Course.

Paint squares, oblongs and circles as related to number work or for any decorative purpose.

Paint bulbs, bare trees and budding branches.



## APRIL

Illustrate a rainy day, using ink on moist paper.

Illustrate spring occupations and sports.

Paint or cut objects related to the work.

Paint flat washes, graded washes, sprouting bulbs and branches.

PICTURE STUDY.

## MAY AND JUNE

Review oral color lessons from September outlines.

Paint spring landscape.

Paint spring flowers and grasses.

Paint trees in spring foliage.

Illustrate spring and summer sports,—what you would like to do in vacation, etc.

Paint the American flag and illustrate incidents of May Day, Decoration Day, Flag Day and Fourth of July.

## SECOND GRADE.

MEDIUMS—Water colors, ink with brush, scissors.

TYPE SOLIDS—Make children familiar with type solids through handling, comparing, building, etc., whenever applicable to the daily work.

PICTURE STUDY—Pictures studied in this grade ought to show action and represent occupations or the supply of wants. Such pictures as *The Mowers*, by Dupre; *Village Blacksmith*, by Herring; *End of Labor*, and *The Gleaners*, by Breton; *Returning to the Farm*, by Troyon; etc.

BLACKBOARD—Illustration of lessons and free drawing of circles, straight lines and loops.

## SEPTEMBER

Lead pupils to talk about colors observed in fields, flowers, trees, sky, etc., and what they learned about color in the previous grade.

Review standards, tints and shades.

Paint graded washes illustrating standards and tints.

Paint flat washes in tints and save for backgrounds for plant studies.

Paint stained glass effects to illustrate color blending on moist paper.

Paint blue sky and green field, showing middle distance or bushes.

## OCTOBER

Paint sedges, weeds, seed-pods, etc.

Paint autumn flowers and fruits, selecting large, vigorous specimens, including stems and foliage to show growth.

Paint trees with foliage. See Nature Course for selection.

Illustrate Nature myths, incidents from the school life and the homes of the pupils, and from Historic and Primitive homes. See Course of Study.

PICTURE STUDY.

## NOVEMBER

Paint autumn fruit and vegetables.

Paint in ink, dried sedges and seed-pods.

Paint autumn landscape showing middle distance or bushes.

Paint bare trees, observing growth of main branches.

Paint objects used as illustrative material in daily lessons.

Illustrate Thanksgiving stories and poems. See graded list of Poems and Stories for Second Year pupils.

## DECEMBER

Paint winter landscape in ink, showing white ground, gray sky and black trees.

Paint Christmas trees in color.

Paint or cut objects used in daily work.

Teach borders for decoration, using simple spot combinations, animal or bird forms as units, and apply to made articles such as clay pottery, calendars, bookcovers, Christmas cards, etc.

Illustrate Christmas stories and songs.

Make Christmas cards.

## JANUARY

Paint Christmas toys and winter wearing apparel.

Paint in ink, child posed in action.

Illustrate winter sports, daily lessons, Nature myths, etc.

Blackboard practice of circles, loops and straight lines.

PICTURE STUDY.

## FEBRUARY

Illustrate incidents of bravery of the great men whose birthdays occur during this month.

Represent objects connected with daily lessons, working from the object in every case.

Make valentines. Apply principles of decoration taught in December lessons.

PICTURE STUDY.

### MARCH

Illustrate March weather.

Pose drawing from animal life and from child posed in action.

Represent objects connected with daily work, such as articles of use and ornament related to the people and countries studied.

Teach surface covering and apply to made articles.

Paint bulbs, bare trees and budding branches.

### APRIL

Paint sprouting bulbs, branches and growing plants.

Paint umbrellas, open and shut, rubbers and objects related to work.

Pose child with umbrella.

Illustrate a rainy day, spring occupations, spring sports, etc.

PICTURE STUDY.

### MAY AND JUNE

Review oral color lessons from September outline.

Paint spring landscape.

Paint budding branches, spring flowers, trees in foliage. See Nature Course for selection of trees.

Illustrate spring and summer sports.

Paint the American flag and illustrate incidents of May Day, Decoration Day, Flag Day and Fourth of July.

### THIRD GRADE.

MEDIUMS—Water colors, ink with brush, scissors and pencil.

TYPE SOLIDS—Make children familiar with type solids through handling, comparing and building whenever applicable to the daily work.

PICTURE STUDY—Pictures studied in this grade ought to show action and represent incidents of community life, such as Primary School in Brittany; Children at Work, by Geoffroy; Pilgrims Going to Church, by Boughton, etc. Pictures of animal life also will be of great interest to pupils.

Blackboard illustration of lessons and free drawing of circles, loops, reversed curves and straight lines.

### SEPTEMBER

Conversational lessons reviewing knowledge of color gained in previous grade.

Paint standards, tints and shades, using color charts for comparison.

Paint flat and graded washes for backgrounds for plant studies.

Paint stained glass effects to illustrate color blending on moist paper

Paint blue sky and green fields showing middle distance and a tree in foreground.

### OCTOBER

Paint autumn flowers and fruit on branch.

Paint sedges, seed-pods or flowers within a vertical oblong or circle, noting good spacing.

Paint trees with foliage. See Nature Course.

Paint autumn landscape, noting color changes.

Illustrate daily lessons, such as Geography, History, etc., i. e., stories relating to Rochester, New York City and State, etc.; nature myths, fables, etc. See Course of Study.

### NOVEMBER

Paint autumn fruits and vegetables.

Paint in ink, dried sedges, seed-pods, rose-berries, etc., within oblongs or circles, and use for book-covers.

Paint November landscape.

Paint or cut objects used as illustrative material in other lessons, such as objects of use and ornament related to the lives of the early settlers of Rochester and New York.

Illustrate daily lessons, Thanksgiving stories, etc. See Graded List of Poems and Stories for Third Year.

PICTURE STUDY.

### DECEMBER

Paint a winter landscape in three values, showing sky, land and bare trees. Use ink on moist paper.

Teach border, surface and rosette for decoration, using simple spot combinations, small plant forms, animal, bird or insect forms as repeats. Apply to made articles such as clay pottery, book covers, Christmas cards, calendars, etc.

Illustrate daily lessons.

## JANUARY

Paint Christmas toys.

Paint a group of objects related to daily work.

Paint lanterns, on and above the eye level.

Illustrate winter sports, daily work, etc.

Blackboard practice of circles, loops, reversed curves and straight lines.

PICTURE STUDY.

## FEBRUARY

Illustrate stories of bravery related to the national holidays.

Draw from objects related to daily lessons.

Make valentines—applying principles of decoration taught in previous lessons.

Make book-cover for a language lesson.

## MARCH

Paint March landscape in ink.

Illustrate March weather,—what the wind does, etc.

Pose drawing from children in action and from animals studied in Nature Course.

Draw or cut objects related to daily work.

Paint bulbs, bare trees and budding branches.

Paint circles, squares, oblongs, triangles, etc.

PICTURE STUDY.

## APRIL

Represent in pencil-massing, ink and color, sprouting bulbs, branches, growing plants, etc.

Represent in pencil-massing, objects related to spring occupations or to daily work.

Illustrate a rainy day, using ink on moist paper.

Paint spring flowers with foliage, arranging in vertical oblong or circle.

## MAY AND JUNE

Review oral color lessons from September outlines.

Paint spring landscape, showing middle distance or bushes, and tree trunks in foreground noting good spacing. The principles of spacing taught in the plaids ought to precede this lesson.

Represent spring flowers in color and in pencil-massing.

Paint trees in foliage. See Nature course for selection of trees.  
 Illustrate spring and summer occupations and sports and incidents of  
 the national holidays that occur during these months.

PICTURE STUDY.

#### FOURTH GRADE.

MEDIUMS—Water colors, ink with brush, pencil.

TYPE FORMS—Pupils of this grade ought to be familiar with all of the  
 type forms and be able to recognize them in familiar objects.

PICTURE STUDY—Make pupils familiar with works of art by acknowl-  
 edged masters. Landseer, Rosa Bonheur, Dupre, etc.

History pictures also are suggested for this grade, such as *The  
 Return of the Mayflower*, *Pilgrims Going to Church*, *Pilgrim  
 Exiles*, etc., by Boughton.

BLACKBOARD illustration of daily work as frequently as possible.

Children should be required to constantly apply all principles of Art  
 taught during the drawing period to all of the free illustrative  
 work.

#### SEPTEMBER—FEBRUARY

Review standards, tints, shades; and teach intermediate hues, warm  
 and cool colors, broken colors. Use color charts and paint box  
 to illustrate.

Paint flat and graded washes and stained glass effects. Save papers  
 for future use.

Paint autumn landscape, showing middle distance or bushes, and trees  
 in foreground.

Paint a color scale of four tones including a standard, two tints and  
 one shade. Paint a standard and its two neighboring hues.  
 Paint two standards and their two intermediate hues.

Paint in ink, three or four kinds of simple leaves in different foreshort-  
 ened positions.

Paint autumn flowers, weeds, rose-hips, seed-pods, etc., studying the  
 lines of growth and trying to see their beauty.

Paint in ink, one of the above subjects in a vertical oblong working  
 for good spacing. Use for book-cover or any other suitable pur-  
 pose.

Represent a plant form in pencil-massing and one in color.

Paint autumn fruit on branch.

Paint a single vegetable.

Represent in a horizontal oblong, a group of two vegetables in pencil-  
 massing, showing two values and good composition.

Make sketches in ink, of animals studied in Nature Course.

Make a pencil scale of neutral gray showing three values, i. e. light, medium and dark, and apply to a simple landscape composition showing sky, middle distance and foreground.

By the use of simple spot combinations or plant forms, teach the principles involved in decorative borders, surface coverings and rosettes. Apply to some made objects, such as pottery, book-cover, keyboard, calendar or any Christmas work.

Teach pencil testing for measurements in obtaining proportions.

Teach the drawing of the ellipse representing the circle above and below eye level.

Illustrate daily lessons with color, ink or pencil-massing. Avoid line-drawing in this kind of work.

PICTURE STUDY.

## FEBRUARY—JUNE

Draw an object based on cylinder below eye level.

Draw an object based on hemisphere below eye level.

Draw a pleasing vase form below eye level.

Draw a group of objects based on cylinder and sphere below eye level.

Compose space and show color values with pencil.

Paint lanterns above eye level in a horizontal or vertical oblong showing good spacing.

Make sketches from child posed to represent some action or character related to other school work. Use ink or color.

Teach trefoil and quatrefoil and apply to stained glass window, book-cover or any other purpose applicable to the work.

Make a simple landscape composition including sky, land, bushes and trees, in four pencil values, placing scale at side of paper.

Practice good lettering and apply to book-covers.

Design book-cover for daily work, applying flower, landscape or pose decorative drawing. Use lettering placed horizontally across the sheet.

Paint a color scale of four tones including a standard, two tints and one shade.

Review the oral color lessons from the September outlines.

Represent spring flowers in color and in pencil-mass.

Paint spring landscapes noting the spring coloring in nature.

PICTURE STUDY.

## FIFTH GRADE.

**MEDIUMS**—Water colors, ink with brush, pencil.

**TYPE FORMS**—Keep the type forms fresh in the pupils' minds by constantly referring to them whenever applicable to the work.

**COMPOSITION**—In decorative composition, work for flatness and good arrangement of shapes. Flower composition is not the mere picture of a flower, but an irregular pattern of lines and spaces. The whole space should be cut by main lines; and all lines and shapes must be related one to the other by connectings and placings so as to form a beautiful whole. The same is true of any piece of composition.

**PICTURE STUDY**—Make pupils familiar with works of art by acknowledged masters, such as Lerolle, Millet, Turner, Schreyer, Bonheur, etc.

Children should be required to constantly apply all principles of art taught during the drawing period to all of the free illustrative work.

## SEPTEMBER—FEBRUARY

Review standards, tints, shades, intermediate hues; and teach warm and cool colors, broken colors, contrasted and dominant harmonies. Use color charts and paint-box to illustrate. Apply the harmonies to the plaids, reviewing good spacing at the same time.

Paint flat and graded washes and stained glass effects. Save papers for future use.

Paint autumn landscape, including sky, middle distance, trees in foreground.

Paint a color scale of four tones, including a standard, two tints and one shade; and make a pencil scale of five tones from very light to very dark.

Make ink silhouettes of three or four kinds of simple leaves in different foreshortened positions.

Represent autumn flowers, weeds and seed-pods in pencil-mass; ink and color, studying the lines of growth and noting their beauty.

Make a decorative arrangement, in ink or color, of one of the above subjects in a vertical oblong.

Paint autumn fruit on branch.

Represent, in pencil-mass or color, two vegetables placed in a pleasing group. Suggest table.

Make sketches, in ink or color, of animal life studied in Nature Course.

Make a scale showing four pencil values, including white and black, and apply to simple landscape composition, including sky, land, bushes and water or trees.



Design a bilateral unit, using simple spot combinations or plant forms, and apply to some made work, such as clay pottery, book-cover, key board, blotter or any Christmas work.

#### PICTURE STUDY.

Review pencil testing for measurements in obtaining proportions.

Represent, in pencil or color, an object based on the cylinder below the eye level; and the same or another object above eye level.

Illustrate daily lessons.

#### FEBRUARY—JUNE

Draw an object based on the hemisphere placed below eye level.

Draw a pleasing vase-form placed below eye level.

Draw a group of two objects, showing rough and smooth surfaces and express these qualities in the rendering.

Pose child in action. Use ink or color.

Design a bowl, vase or basket-form on eye level, and decorate with a pleasing border, using spot combinations or plant forms as motifs. Place at side of paper a color scheme derived from some textile or from nature, and apply to design made.

Practice good lettering and apply to book-cover for a written lesson on Egyptian ornament.

Make a simple landscape composition in four pencil values, including sky, land, bushes and trees or water.

#### PICTURE STUDY.

Review September color lessons.

Paint spring flowers.

Illustrate daily lessons with color, ink or pencil-massing. Avoid line drawing in this kind of work.

#### SIXTH GRADE.

MEDIUMS—Water colors, ink with brush, pencil.

TYPE FORMS—Keep the type forms fresh in the pupils' minds by constantly referring to them whenever applicable to the work.

COMPOSITION—See Fifth Year outline.

PICTURE STUDY—Make pupils familiar with works of some of the best artists, such as, Rembrandt, Troyon, Corot; or select some special group as painters of the same subject; for example, Animal Life, by Bonheur, Landseer, Dupre, Troyon, Lambert, etc.

Children should be required to constantly apply all principles of Art taught during the drawing period to all of the free illustrative work.

## SEPTEMBER—FEBRUARY

Review standards, tints, shades, intermediate hues, warm and cool colors, broken colors, contrasted and dominant harmonies, and teach analogous harmony. Use color charts and paint box to illustrate.

Paint flat and graded washes and stained glass effects. Save papers for future use.

Paint autumn landscape, from out-of-door observation if possible, noting the harmonious blending of the colors in Nature.

Paint color scale of five tones, including a standard, three tints and one shade. Make a pencil scale of five tones from very light to very dark.

Make ink silhouettes of several kinds of simple leaves showing different foreshortened positions.

Represent autumn flowers, sedges, seed-pods, etc., in pencil-mass, ink and color, studying lines of growth and noting their beauty.

Make a decorative arrangement in ink of one of the above subjects. Arrange in a circle or vertical oblong and use for an initial letter, considering letter with flower in breaking space. Apply to book-cover, paragraph or any other suitable purpose.

Paint autumn fruit on branch.

Treat the above subject decoratively in a square, oblong or circle to be used for a lamp-shade. Derive color scheme from specimen and color in flat washes, using tints of colors.

Represent in pencil-mass or color two vegetables placed in a pleasing group. Suggest table-surface.

Make a pencil scale showing four values including white and black, and apply to landscape composition including sky, land, bushes and tree trunks.

Design a bilateral unit from spot combinations or plant forms. Use contrasted, dominant or analogous harmony, and apply to some made object such as pottery, book-covers, Christmas cards, etc.

## PICTURE STUDY.

Review pencil-testing for measurements in getting proportions.

Compose, in vertical or horizontal oblong, lanterns above the eye level. Use pencil-mass, ink or color.

Illustrate daily lessons with color, ink or pencil-massing. Avoid line drawing in this kind of work.

## FEBRUARY—JUNE

Draw a pleasing vase form below eye level.

Draw a group of objects based on the cylinder and hemisphere. Compose space and finish in pencil values.

Teach principles involved in parallel and angular perspective.

Draw in outline, an object based on the cube or square prism below eye level and in angular perspective.

Draw a large book below eye level in angular perspective.

Draw an object placed partly above and partly below eye level in angular perspective.

Practice good lettering and apply to book-cover for a written lesson on Greek Ornament.

Pose child for poster, book-cover design, or any other suitable purpose. Render in pencil, ink or color.

Compose a landscape in vertical oblong and color in flat tones.

PICTURE STUDY.

Review September color lessons.

Paint spring flowers.

Illustrate daily lessons.

### SEVENTH GRADE.

MEDIUMS—Water colors, ink with brush, pencil.

COMPOSITION—See Fifth Year outline.

PICTURE STUDY—In picture study the elements of beauty should be sought, i. e., the rhythmic lines, the relations of areas, the harmony of mass-composition, and as a whole the blending of all these, giving us the sense of ideal beauty. Make pupils familiar with the works of a few of the best artists, treating them individually or in groups; for example, Fontainebleau, Group, Corot, Dupre, Rousseau, Diaz and Daubigny as landscape painters, etc. See *The World's Painters* by Hoyt, pages 150-152.

Pupils should be required to constantly apply all principles of art taught during the drawing period to all of the free illustrative work.

### SEPTEMBER—FEBRUARY

Review standards, tints, shades, intermediate hues, warm and cool colors; and teach active, passive or non-colors; contrasted, dominant, analogous and complementary harmonies. Use color-charts and paint box to illustrate.

Paint autumn landscape, from out-of-door observation if possible. Use blue or violet gray in the distance and carry out the middle-distance on the horizontal so as to help the retiring effect.

Paint color scale of five tones, including a standard, three tints and one shade.

Make a pencil scale of seven tones, including white and black.

Paint a pleasing color scheme from some textile or from nature.

Paint in ink or color, several kinds of simple leaves showing different foreshortened positions.

Represent autumn flowers, sedges, seed-pods, etc., in pencil-mass, ink and color.

Make a decorative arrangement in an oblong or circle of one of the above subjects and use for an initial letter for some purpose applicable to the daily work.

Represent autumn trees in pencil and color, and suggest a distant hill, a roadway or some other out-door feature to complete the picture.

Paint autumn fruit on branch.

Paint a pleasing group of vegetables, tinting background and table. Compose space in horizontal oblong.

Treat the vegetable study decoratively in pencil-mass or ink and use as tail-piece.

Make a pencil scale showing five values, including white and black, and apply to landscape composition, including land, sky, bushes and trees.

Design a bilateral or a balanced unit from spot combinations or plant forms and apply to some made work. It may be used as a single unit or as a repeat for border, surface or rosette.

Design a stained glass window and color harmoniously.

PICTURE STUDY.

Draw a pleasing vase-form in a vertical oblong, showing three pencil values.

## FEBRUARY—JUNE

Draw a group of curved objects, composing space and showing pencil values representing color, light and shade.

Paint a simple vase-form, tinting background and table.

Review principles involved in parallel perspective.

Draw a large object based on the cube or square prism placed below eye level and in angular perspective.

Teach shading of angular objects.

Draw a pleasing group of objects containing one angular object. Compose space and show light and dark, and light and shade.

Draw a large object placed partly above and partly below eye level, and in angular perspective.

Make window sketches of towers above eye level, teaching the cone and square pyramid above and below eye level.

Practice good lettering and apply to book-cover to be used for a written lesson on Roman art. Make pupils familiar with some of the best examples of Roman art.

Pose child for poster, book-cover or any other suitable purpose.

Compose a landscape composition in flat tones of color and outline masses with black.

PICTURE STUDY.

Review September color lessons.

Paint spring flowers.

### EIGHTH GRADE.

MEDIUMS—Water colors, ink with brush, pencil.

COMPOSITION—See Fifth Year outline..

PICTURE STUDY—In picture study the elements of beauty should be sought, i. e., the rhythmic lines, the relations of areas, the harmony of mass-composition, and as a whole the blending of all these, giving us the sense of ideal beauty. Select some special group or subject and compare the interpretations of the same subject by different artists, for example, The Madonnas, portraits, animals, landscape painters, etc. The Madonna has been a favorite theme for artists and poets for many centuries. It can be treated as the type of mother-love that surrounds all childhood, and the different treatments of the subject may be classified and studied by schools, etc. The pupils of this grade should have a fair knowledge of our best American artists, Sargent, La Farge, Whistler, Blashfield and others of note.

Pupils should be required to constantly apply all principles of art taught during the drawing period to all of the free illustrative work.

### SEPTEMBER—FEBRUARY

Illustrate with color charts and water colors the following terms:—standards, tints, shades, intermediate hues, warm and cool colors, broken colors, active and passive or non-colors; contrasted, dominant, analogous and complementary harmonies.

Paint autumn landscape from out-of-door observation if possible. Use blue or violet gray in the distance and carry out the middle-distance on the horizontal so as to help the retiring effect.

Paint color scale of five tones including a standard, three tints and one shade. Paint a pleasing color scheme from some textile or from

Nature. Make a pencil scale of seven tones including white and black.

Paint in ink or color, several kinds of simple leaves showing different foreshortened positions.

Represent autumn flowers, sedges, seed-pods, etc., in pencil-mass, ink and color.

Make a decorative arrangement, in an oblong or circle, of one of the above subjects and use for an initial letter for some purpose applicable to the daily work. Use ink or color.

Paint autumn fruit on branch.

Make a decorative arrangement in a horizontal oblong, of the fruit study and use for tail piece. Use color scheme found in specimen.

Paint a pleasing group of vegetables, tinting background and table. Compose space in horizontal oblong.

Make a pencil scale showing five values including white and black, and apply to landscape composition including sky, land, trees, etc. Treat the above composition in color, selecting color scheme from Nature and using a different enclosing form.

Design a balanced or a bilateral unit from spot combinations or plant forms and apply to made articles. It may be used as a single unit or as a repeat for border, surface or rosette.

#### PICTURE STUDY.

Make a design for a lantern based on cylinder, cube or square prism. Color harmoniously.

Draw a pleasing vase-form in vertical oblong, showing pencil values.

#### FEBRUARY—JUNE

Draw a pleasing group of curved objects showing pencil values in light and shade, and light and dark. Compose space in oblong.

Paint a group of curved objects showing light and shade. Tint harmoniously the table and background.

Review principles involved in parallel and angular perspective.

Draw an object based on the cube or square prism placed below eye level and in angular perspective.

Draw a large object based on the triangular prism placed below eye level and in angular perspective.

Teach shading of angular objects.

Draw a group containing one angular object. Compose space and render in light and shade.

Pose child for poster, book-cover or any other suitable purpose.

Practice good lettering and apply to book-cover for a written lesson

on the Renaissance. Make pupils of this grade familiar with some of the best examples of Egyptian, Greek and Roman art, and with the characteristics of ancient, mediaeval and modern schools of ornament.

Compose a landscape composition in flat tones of color.

PICTURE STUDY.

Review September color lessons.

Paint spring flowers.

Design an initial letter using a group of objects, flower or landscape composition to balance letter in the enclosing figure.

HELEN E. LUCAS,  
Supervisor of Drawing.

Approved, Sept., 1904,  
CLARENCE F. CARROLL,  
Supt. of Schools.

## MUSIC.

Inasmuch as the study of music representation has been a part of the course of study for three years only, the following outline is but temporary, subject to change each year. At present, but an hour a week is given to music in each grade. Individual singing is insisted upon in the first five grades and encouraged in the upper grades. Each lesson begins with a few minutes devoted to breathing exercises and pure vocal drill, standing position.

### FIRST GRADE.

The gaining of musical experience and development of the rhythmic and tonal sense. Aim for inspirational singing and spontaneous expression.

Material: Modern Music Primer and supplementary rote song books in the hands of the teacher.

I. Work with monotonies. Individual attention and endeavor to train each child (for method, see Outline I) to sing single tones and simple phrases accurately as to pitch.

II. Vocal exercises: Sustained tones and descending scale with humming and with *no* and *loo*, training from high tones downward. The ideal is to use only the pure, sweet light tones natural to childhood. For compass see Outline I.

III. Rote Songs: These form the largest part of the work. For method of teaching see Outline I. The songs chosen are simple and present a large variety of subjects to correlate with the child's other interests.

IV. Invention of songs correlating with other interests: Poetic motives for melodies given and vice versa or both words and melodies.

V. Observation work on the songs learned:

1. By the ear (see Outline XI, exercises 1 to 17). Pupil notes the emotional characteristics; the rhythm; the length of tones; their relative highness; the rapidity of movement. In the last half of the year, several of the simplest songs, already known, are learned by rote with the Italian syllables as another verse. Among these are several scale songs.
2. By the eye (see Outline XI, exercises 18 to 23 or 31). In the last part of the year simple pictures of the songs are



drawn on the board for recognition. These may be in any form which gives an idea of the relative pitch and length of tones.

### SECOND GRADE.

From sense perception to mental conception. Aim to increase the child's musical experience and observe the rhythmic and tonal elements which enter into song.

Material: Same as First Grade.

I. Continue individual work with monotones. Few should be left uncured by the end of this year.

II. Breathing exercises in form of game or play. Vocal exercises same as first grade and add singing of sustained tones on several vowels, passing from one to another without break or additional breath; also descending scale passages with *no*, *nee*, *loo*, and *lah*.

III. Rote songs: See First Grade.

IV. Invention of songs: See First Grade.

V. Observation work on rote songs. Certain simple songs representing a variety of rhythms and keys and tonal problems are selected as "work" songs. These are learned by rote, first with words, then with Italian syllables, then used for observation lessons by ear and eye (see Outline XI, exercises 1 to 51). This study of the representative of songs learned by ear, forms the connecting link between rote songs and sight singing and by the end of the second year twelve songs should have been thus thoroughly studied from the blackboard staff. Keys are not mentioned—a cross being placed on the degree representing *do*. Particular attention is paid to the position of the tonic chord in each key. The meaning of the upper figure of the meter signature is made clear.

VI. Written work on the board: Copying music and writing portions from memory.

### THIRD GRADE.

Observation of rhythmic and tonal elements as they enter into known songs and application to sight singing.

Material: Modern Music Primer and Manuscript Series copy book I in hands of the children. Supplementary rote songs.

I. Monotone work completed. There should be no monotones after the third year in school except children who enter from schools not doing this work.

II. Breathing and vocal exercises as in Second Grade with some

added ones for variety. Tuning exercises and chord work as preparatory to part singing.

III. Rote songs: See First Grade.

IV. Invention of songs as in First Grade and also writing original melodies.

V. Observation work: See Second Grade. The alteration reading and writing work occupies more attention.

VI. Sight singing. This begins in this grade and always follows observation work on rote songs in the same key and rhythm. For method of procedure, see Outline XI, exercise 54 etseq. The singing is done with words at first sight or with *loo* or with syllables according to difficulty. The individual sings first, then the class. This develops responsibility on the part of each child. In this grade the children interpret at sight all kinds of simple rhythms the equally divided pulse and common intervals. No keys are learned definitely, a cross being placed on the degree representing *do*. The children count all kinds of measures and tap different rhythmic forms. Simple melody forms are drilled upon in each key. The names of the lines and spaces are learned.

VII. Written work: This work is closely related to the sight singing then in progress and tends to make each child responsible for the facts of representation studied.

#### FOURTH GRADE.

Technical forms studied, compared and analyzed in rote songs and applied to sight singing.

Material: Modern Music First Book and Manuscript Series copy book I in hands of children. Supplementary rote songs.

I. Breathing and vocal exercises as in Third grade and add more formal and elaborate ones. They should, however, be correlated with other interests as far as possible and grow out of the particular needs of the class, preparing for any difficulties in tone production or enunciation in songs to be studied. Deep, quiet breathing, sustained breath with economized emission, high, sweet, light, ringing tones are the ideals before the teacher. The chord work is continued.

II. Rote songs are taught in this grade both for their aesthetic value and for use in observation work leading to sight singing in the same key, following Outline XI, exercise 1 to 53.

III. Sight singing: This now assumes a very important place in the work. See VI, Third Grade, but the class now learns nine keys

definitely as keys with their signatures. The rules for recognizing key signatures is learned and applied. The meaning of the entire meter signature is learned. The sharp chromatics are taught by rote. All dynamic signs and movement words are explained as they occur in songs studied and learned through use. A beginning is made in the study of the lives of composers. The unequally divided beat is the new time problem. Two part work is begun in rounds, canons and a few simple two part studies.

IV. Written work as in VII, Third Grade. Relative and absolute pitch names are placed beneath all notes written by children above the Third Grade.

V. Ear training in rhythm and pitch is a constant factor in the work.

VI. Invention of melodies as in First Grade but more elaborate.

#### FIFTH GRADE.

Material: Same as Fourth Grade.

I. Breathing and vocal exercises: See Fourth Grade. Tuning exercises in minor chords are added and the normal minor scale.

II. Rote songs: See Fourth Grade.

III. Sight singing: See Fourth Grade. The flat chromatics are added. The more difficult work in the First Book is studied and more attention given to two part work, every child being able to sing either part. The rules for recognizing and writing key signatures in major and minor keys are learned through much use.

IV. Written Work.

#### SIXTH GRADE.

Material: Modern Music Second Book and Manuscript Series copy book II in hands of pupils. A few supplementary rote songs.

I. Breathing and vocal exercises same as in Fourth and Fifth Grades with the addition of more formal ones such as are given adult private vocal pupils. A chromatic scale study and the harmonic minor scale are added. Care is taken of changing voices.

II. Rote songs: See Fourth Grade.

III. Sight singing: See Fourth and Fifth Grades. The easier work in the Second Book is selected for this grade. There is considerable two part work and work in the minor mode. All the common dynamic signs and movement words are learned through use and com-

posers studied in connection with their songs. Major and minor seconds are drilled on for instant recognition by eye and ear.

IV. Written work.

V. Ear training: There is constant work in this in both pitch and rhythm.

#### SEVENTH GRADE.

Material: Same as Sixth Grade.

I. Breathing and vocal exercises same as for Sixth Grade, adding the melodic minor scale.

II. Rote songs: See Fourth Grade.

III. Sight Singing: See Fourth, Fifth and Sixth Grades. The more difficult work in the Second Book is given; unison two part and three part songs and studies, pupils alternating in singing alto. Major and minor thirds are drilled upon for instant recognition by ear and eye.

IV. Written work.

#### EIGHTH GRADE.

Material: Modern Music Third Book and Manuscript Series Book II in hands of pupils.

I. Breathing and vocal exercises: See Seventh Grade. Classification of voices for permanent parts.

II. Sight singing in all keys and rhythms, unison, two and three part songs and work from the bass staff.

III. Written work.

ALICE C. CLEMENT,  
Supervisor of Music.

Approved April 13, 1905,  
C. F. CARROLL,  
Supt. of Schools.

## DOMESTIC ART.

INTRODUCTORY NOTE.—“Handwork in relation to the child is expression in terms of form and color: in relation to social life it is the interpretation of art and industry.”

DR. F. M. McMURRY.

THE AIM OF THE COURSE. This course in Domestic Art aims to be an integral part of public school instruction. The possibilities of the subject as a factor in the correlation of school studies with home life and with our present economic problems justify its place in the curriculum.

Its purpose is distinctly educational and not primarily to meet an immediate personal need or to prepare for future trade work although it will in a measure react on both. To be of educational worth the course should stimulate thought and train judgment and taste as well as hands. It fails in its purpose if increasing thinking power and greater social efficiency do not follow its use.

CORRELATION WITH OTHER SCHOOL SUBJECTS. Domestic Art affords an opportunity for fixing much of the knowledge gained through geography, history, arithmetic, drawing and nature study. As a part of Manual Training it enriches language work by making definite through construction ideas which may otherwise be vague. The more diversified the opportunities a child has to express himself, the clearer his thought and the better his written page.

To get the largest result the economic and the art side of the subject should be taught hand in hand with the stitches. The last stand in relation to Domestic Art as technique to music—a means rather than an end.

Through the teacher's guidance habits of orderliness, care in the selection of material and taste in decoration can be secured as well as a knowledge of sewing.

To induce the child to express her own thought and taste, to enable her in her own daily living so to see and appreciate good color and suitability of material that she will instinctively avoid tawdry display is a fundamental part of Domestic Art work.

Through a growing knowledge of textiles and a trained appreciation of the beauty of simplicity when expressed in correct line, form and color, the life of each individual is enriched and the community

educated. For this reason, design which makes for freedom and originality in contrast to the unquestioning acceptance of prescribed standards of excellence, so-called, cannot be too strongly emphasized. The purpose is not to teach decorative work but to encourage independent thinking. The school room during the sewing hour should be a laboratory in which the creative tendency is ever active. To create—to feel—to appreciate are vital to the subject.

**THE CHILD'S INTEREST KEPT ACTIVE.** The sewing in all the grades is based partly on original design which is to be applied to something the pupil likes to make. It is hoped by this method to stimulate thought and keep active the child's interest in needlework until a recognition of the necessity for the plainer kinds is developed. Skill in the niceties of plain needlework, usually a matter of mechanical drill, tends to come spontaneously if the child has put some of her own individuality into the work. The desire to make articles which the child can put to immediate personal use and as much as possible within a limited time—materials selected, and prepared by the teacher endangers the educational side of the subject. One is apt to consider the product rather than the child—the age limitations and larger social aspect of the work being overlooked. With such a standard before us, we work for trade skill instead of giving our girls a training which will touch life and character and at the same time aid in the solution of future individual problems.

**THE NEED OF FREE EXPRESSION.** In this course technique is subordinated to free expression. Careful workmanship is desired but that the child should have a clear conception of the use of her work and express it appropriately is the chief aim. Uniformity of stitch is more to be desired than fineness.

The teacher should act as leader in the various exercises, but a margin of freedom should be left to the child. Such work does not present to the average mind the appearance of excellence seen when work is carefully dictated, but there is promise of larger and more lasting results therefrom.

**GENERAL PLAN OF THE WORK.** The work for the four grades is planned to advance from coarse to fine with emphasis on the free rather than the formal side.

No formal drafting will be taught. Instead, there will be free pattern cutting and the enlargement or reduction of simple, cut patterns by a study of relative proportions.

No stamped work is to be used for decorative purposes—simple designs executed by the children will be substituted. There will be re-

peated applications of the color harmonies and principles of design studied in connection with the drawing.

The principles of weaving begun in the kindergarten and the primary grades are to be further developed.

Textile raw materials and manufactures will be studied in their relation to the geography and history courses.

Number work will be utilized in calculating the quantity of material needed for the various exercises.

A book for notes is to be used in connection with the course.

### GENERAL DIRECTIONS.

The course is flexible and may be modified at the discretion of the teacher so far as the articles to be made are concerned. There should, however, be a uniformity in the preparation and the development of the lessons. The articles suggested for practical work in each grade cover a rather wide range. No class is expected to make all, but those made should meet the needs of the pupils in their present environment.

The lessons should consist of

- (1) Study or thought-work.
- (2) Practical applications.
- (3) Written notes.

It is requested that a specimen of the object to be made be exhibited in the class-room a lesson or two before the time for the practical application. During this preparatory lesson the pupils should be encouraged to examine the article carefully in order to become familiar with its construction and to prepare themselves for providing suitable materials for their own work. A few minutes should be taken at the beginning of each lesson for class discussion, the questions of the teacher being few, direct and well-chosen, avoiding detail.

An outline of the points developed in the class discussion should be written on the blackboard and at the same time by the pupils on paper.

The following outline is suggestive:

1. Name of the article made.
2. Purpose.
3. Materials that can be used.
4. Measurements of materials or pattern.
5. Names of stitches used.
6. Further remarks.

Some of the written notes will precede the practical work and some will follow. After the article is completed, these notes should be neat-

ly copied in ink in a note-book. They will be of use in the solution of succeeding problems.

Pupils should at all times be encouraged to illustrate their notes applying the principles underlying the course in drawing.

In almost every household are short lengths of left-over materials—silks, cottons, woolens, bits of ribbon, lace, etc., which can be utilized under the guidance of the teacher. By suggestion these can find their way to the schoolroom to become the common property of the class and to be utilized by those who have time for additional exercises.

The variety of materials, colors, etc., furnishes an excellent opportunity for the development of taste and judgment in their relation to textile products. While at the same time the pupil is being prepared through co-operative drills for a share in the large work and fuller life about her.

Textile subjects furnish material for compositions and themes. The knowledge of textile raw materials gained through language exercises enriches the thought of the child and leads to more intelligent constructive work.

#### SPECIAL DIRECTIONS.

Require oral description of the work done previously.

To develop habits of clear thinking and correct expression require complete sentences in question and answer.

Encourage blackboard illustration by the pupils.

Train the pupils to prepare their work in a thorough manner, but the age possibilities should be kept in mind and overfine work avoided.

For rather difficult constructive work prepare the child by practice with paper or on coarse canvas first.

Be careful of the children's eyes, especially on dark days.

#### GRADE 5 B.

#### COURSE OF STUDY.

Weaving and sewing; instruction on fibres and textiles; simple design; applications; written notes.

Time—one hour per week.

This course presupposes a training in the lower grades of the muscles of the hand through the kindergarten and the manual training exercises in knotting, braiding, simple weaving and coarse stitches on canvas.

In this grade pupils should be led to see the connection between the braiding and the weaving they have previously done and the more ad-



vanced work of weaving textile raw materials into cloth. The intricacies of manufacture are too difficult for comprehension, but the lessons on warp and woof, heddle, shuttle and batten will arouse the interest of the children in the materials used.

### SYLLABUS.

**Exercises:** Weaving; basting; running; back-stitching; overcasting; hemming; overhanding; sewing on buttons; outline or stem stitch.

**Applications:** Bag initialed; simple pen wiper of original form; rugs, needle-books, blotters and table mats as exercises in weaving and design; book marks, napkin rings of raffia; face cloths; dish towels; simple costumes for dolls (basted work,—an exercise in free cutting, calculation of the quantity of material needed, and selection of appropriate colors).

**Extra work:** Dolls' hats; original or co-operative exercises.

**Design:** (correlated with nature study and drawing):

- (a) Simple lettering to be applied to some article made.
- (b) Simple space division for a border.

**Textile Study** (correlated with geography and history):

- (a) Brief study of textile raw materials—cotton, flax, wool or silk.
- (b) Their relation to the woven fabric.
- (c) Contrasted and dominant color harmonies studied by means of textiles.

### GRADE 5 A.

#### COURSE OF STUDY.

Instruction on textile raw materials continued; cutting at sight; repairing garments; simple design; applications; notes.

### SYLLABUS.

**Exercises:** Review of previous stitches; sewing on snaps, hooks and eyes; sewing on tape; patching; chain stitch; rope stitch.

**Applications:** Simple needle-book (study of form); pen wiper (exercise in accurate cutting); ribbon napkin ring; duster; holders; button bag; doll's kimono; note-book cover; hemmed towel.

**Supplementary work:** Woven pillow cover (co-operative exercise); original work.

**Design :**

- (a) Simple form for a needle-book.
- (b) Line or border decoration for a table mat or a note-book cover.

**Textile Study :**

Children's clothing.

Materials for different seasons and climates.

Shapes of garments to avoid restriction.

**GRADE 6 B.****COURSE OF STUDY.**

Free pattern cutting ; darning ; simple design ; textile study ; notes.

**SYLLABUS.**

**Exercises :** Review of previous stitches ; gathering ; putting on band ; placket ; dress darning ; catch stitch ; blanket stitch.

**Applications :** Doll's skirt ; pinafore ; laundry bag ; work basket ; scrap basket ; dust cap ; sash curtains ; repairing of rents in clothing ; doilies ; bean bag.

**Supplementary work :** Sewed baskets ; knotted bags ; original work.

**Design :**

Simple design for doily, tray cloth or bureau scarf (conventionalization of plant, flower or leaf form).

**Textile study :**

Textile manufactures of European countries.

Tartans and tapestries.

**GRADE 6 A.****COURSE OF STUDY.**

Free pattern cutting continued ; design ; textile study ; notes.

**SYLLABUS.**

**Exercise :** Review of stitches, French seam ; practice in cutting by thread ; simple decorative stitches ; loops for buttons.

**Applications :** Pin case (original design) ; doll's kimono and dress ; child's apron ; coarse decorative stitches for waste basket ; pillow case.

**Supplementary work :** Sewed baskets ; fancy bags ; original exercises ;

**Design :**

- (a) Design for a circular enclosing form.

**Textile Study :**

- (a) Oriental fabrics and dyes. Fast and fugitive colors.
- (b) Contrasted, dominant and analagous color harmonies studied by means of textiles.

**GRADE 7 B.****COURSE OF STUDY.**

Advanced stitches ; design ; textile study ; notes.

**SYLLABUS.**

In order to make an article well it is necessary to think, to plan ; to be accurate.

Exercises: Hem-stitching ; cutting and use of bias strips ; tucking ; marking towels ; herring bone stitch ; simple feather stitch.

Applications: Collars ; collar case ; underskirt ; towel hemstitched and initialed ; bibs ; flags.

Supplementary work: Basket lined and furnished ; traveling case ; original work.

**Design :**

- (a) Simple design for collar or collar case.
- (b) Initial for towel.

**Textile Study :**

- (a) Fabrics considered from the standpoint of durability and good taste.
- (b) Line and spot in relation to dress.
- (c) Removal of ink, iron-rust, and grease spots.

**GRADE 7 A.****COURSE OF STUDY.**

Advanced stitches ; design ; textile study ; notes.

**SYLLABUS.**

The decoration of an article should always be planned with thought of its suitability to the material and the purpose.

Exercises: Different kinds of basting ; darning on stockinet ; marking stockings ; button holes and loops.

Applications: Sleevelets ; glove mending ; stocks ; apron planned by

pupil; table scarf or cover; sachets; bed-slippers; linen book-cover.

Supplementary work: Hemstitched handkerchief; damask darning, original work.

Design:

Design for linen book-cover.

Textile Study:

(a) Review of prehistoric methods of weaving.

Home processes in the Colonial Period.

The development of home processes into our present industries.

(b) Study of simple trimmings for costumes.

## GRADE 8 B.

### COURSE OF STUDY.

Talks on drafting; use of patterns; design; textile study; notes.

### SYLLABUS.

Exercises: Napery darning, rolling and whipping ruffles; skirt binding; mitring corners; linen marking.

Application: Shoe-bag; sewing apron planned by pupil; infants' sachet; kimono (machine sewed); illuminated texts.

Supplementary work: Samples of embroidery stitches; original work.

Design:

Design for pillow cover.

Textile Study:

(a) Growth and manufacture of raw materials—cotton, flax, wool, silk.

(b) Textile illustrations of warm and cool colors.

## GRADE 8 A.

Advanced stitches; adaptation of bought pattern; design; talks on dress and the home.

### SYLLABUS.

Exercises: Damask or French hemming; sewing on lace; review.

Applications: Kitchen apron, cuffs and cap; underwaist; shirtwaist (machine sewed); table napkins and doilies; linen portfolio.

Supplementary work: Matching and joining embroidery and lace.

### Art and Design :

(a) Design for portfolio for drawings—dominant harmony.

(b) Dress :

Simplicity of style and color.

Over-elaboration of ornament and trimming.

Harmonious and inharmonious color combinations.

Appropriate apparel for different occasions.

Beauty of neatness and cleanliness.

(c) The Home.

Rugs.

Furniture.

Pictures.

Picture hanging.

Beauty of orderliness and cleanliness.

### Textiles :

Study of relative values and widths.

Amount of material required of differing widths.

Economics of purchase.

Judicious planning and cutting.

Laundering—shrinkage, effects of water and sunlight.

EAST HIGH SCHOOL, ROCHESTER, N. Y.

COURSE OF STUDY OUTLINED.

	CLASSICAL.	LATIN—GERMAN.	LATIN—SCIENTIFIC.	GERMAN—SCIENTIFIC.
"D" or FIRST YEAR.	Latin.....5 Algebra.....5 English.....5 Physiology.....5 English History.....5 or Elem. Drawing.....5	Latin.....5 Algebra.....5 English.....5 Physiology.....5 English History.....5 or Elem. Drawing.....5	Latin.....5 Algebra.....5 English.....5 Physiology.....5 English History.....5 or Elem. Drawing.....5	German.....5 Algebra.....5 English.....5 Physiology.....5 English History.....5 or Elem. Drawing.....5
"C" or SECOND YEAR.	Greek.....5 Cæsar.....5 Geometry.....5 English.....4 Elocution.....1 Adv. Drawing (optional) 3	German (or French).....5 Cæsar.....5 Geometry.....5 English.....4 Elocution.....1 Adv. Drawing (optional) 3	Zoology or Botany.....4 Cæsar.....5 Geometry.....5 English.....4 Elocution.....1 Adv. Drawing (optional) 3	Zoology or Botany.....4 German.....5 Geometry.....5 English.....4 Elocution.....1 Adv. Drawing (optional) 3
"B" or THIRD YEAR.	Greek.....5 Cicero.....5 English.....4 Ancient and } 1st Greek History } sem } 5 Roman " } 2d sem. } Elocution.....1	German (or French).....5 Cicero.....5 English.....4 Elocution.....1 Ancient and } 1st Greek History } sem. } 5 Roman " } 2d sem. } or French.....5	Chemistry.....5 Cicero.....5 English.....4 Elocution.....1 And one of the following : Ancient and } 1st Greek History } sem. } 5 Roman " } 2d sem. } or French.....5 or German.....5	Chemistry.....5 German.....5 English.....4 Elocution.....1 Ancient and } 1st Greek History } sem. } 5 Roman " } 2d sem. } or French.....5
"A" or FOURTH YEAR.	Greek.....5 Virgil.....5 English.....4 Elocution.....1 And one of the following : Algebra, review, } 1st sem. } Geometry, review, } 2d sem. } 5 Advanced Mathematics.....5 Physics.....5 French.....5 German.....5 Adv. U. S. History } 1st sem. } 5 Civics, 2d sem. } Arith. review, 1st sem } Vocal Music, 2d sem... } 5	German (or French).....5 Virgil.....5 English.....4 Elocution.....1 And one of the following : Algebra, review, } 1st sem. } Geometry, review, } 2d sem. } 5 Advanced Mathematics.....5 Physics.....5 French.....5 Adv. U. S. History } 1st sem. } 5 Civics, 2d sem. } Arith. review, 1st sem. } Vocal Music, 2d sem... } 5	Physics.....5 Virgil.....5 English.....5 Elocution.....1 And one of the following : Algebra, review, } 1st sem. } Geometry, review, } 2d sem. } 5 Advanced Mathematics.....5 French.....5 German.....5 Adv. U. S. History } 1st sem. } 5 Civics, 2d sem. } Arith. review, 1st sem. } Vocal Music, 2d sem... } 5	Physics.....5 German.....5 English.....5 Elocution.....1 And one of the following : Algebra, review, } 1st sem. } Geometry, review, } 2d sem. } 5 Advanced Mathematics.....5 French.....5 Adv. U. S. History } 1st sem. } 5 Civics, 2d sem. } Arith. review, 1st sem. } Vocal Music, 2d sem... } 5

REQUIREMENTS FOR ADMISSION.—Graduates of grammar schools in the city of Rochester, are admitted without examination on the recommendation of the Grammar School Principal. All other pupils must pass an entrance examination or present a Regents' Preliminary Certificate and a pass card in elementary U. S. History.

The tuition for non-residents is \$25 per semester (\$50 per year), payable October 1 and March 1.

Pupils who intend to enter college, a normal school, or the Normal Training School, should consult the Principal as to their course of study.

REQUIREMENTS FOR GRADUATION.—The satisfactory completion of one of the above courses of study.

## SCHOOL ADDRESSES—PRINCIPALS.

NAME.	SCHOOL.	LOCATION OF SCHOOLS.
Wilcox, Mr. A. H.	E. H. S.	Alexander near Main St.
Weet, Mr. H. S.	W. H. S.	Genesee near Aldine St.
Scott, Miss E. A.	N. T. S.	Scio, cor. University Ave.
Keefer, Mr. E. P.	1	Formerly Brighton
Samaine, Miss H. F.	2	King, near West Ave.
Echtenacher, Miss N. E.	3	Fremont, near Plymouth Ave.
Fletcher, Mr. A. P.	4	Jefferson, near Bronson Ave.
Shedd, Miss J. M.	5	Jones, cor. Dean St.
Townsend, Mr. J. L.	6	Montrose, near Frank St.
Savage, Mr. R. K.	7	Pierpont, cor. Kislingbury St.
Snell, Miss L. R.	8	Conkey Ave., cor. Avenue B.
Finch, Mr. C. E.	9	Joseph Ave., cor. Baden St.
Walden, Mr. Geo. H.	10	Chatham, near Central Ave.
Blackmon, Mr. C. D.	12	Howell, cor. Clinton Ave. S.
Pye, Mr. George W.	13	Hickory, near South Ave.
Clark, Mr. A. C.	15	Monroe Ave., near Alexander
Allen, Mr. John G.	17	Orange, cor. Saxton St.
Shelton, Miss Sarah	18	North, cor. Draper St.
Reichenbach, Miss F. A.	19	Seward, cor. Magnolia St.
Wav, Mr. M. W.	20	Oakman, near Clinton Ave. N.
Sontag, Miss M. A.	21	Colvin, near Jay St.
Jenkins, Miss L. M.	22	Joseph Ave., cor. Avenue D.
Whiton, Miss J. F.	23	Barrington, cor. Thayer St.
Cornell, Miss N. F.	24	South Meigs, cor. Linden St.
Farber, Miss C. A.	25	North Goodman, cor. Bay St.
Moulthrop, Mr. S. P.	26	Clifford, cor. Thomas St.
Jones, Miss A. V. M.	27	Central Park, cor. First St.
Bradshaw, Miss E.	29	Moran, near Genesee St.
Hockstra, Miss S.	30	Otis, cor. Aab St.
Galbraith, Mrs. A. M.	31	University Av. cor. Merriman
Stevenson, Miss E. H.	32	Bartlett, cor. Plymouth Ave.
Hoppe, Miss L. C.	33	Grand Ave., cor. Oswego St.
Shebbeare, Miss E.	34	Lexington Ave., cor. Holmes
Corey, Miss C. A.	35	Field, cor. Kusse St.
Brown, Miss M. E.	36	Carter, cor. Bernard St.
Frazer, Miss T. M.	R. O. A.	Monroe Ave., near Cobb's Hill

## PRINCIPALS

NAME.	SCHOOL.	RESIDENCE.
Wilcox, Mr. A. H.	E. H. S.	10 Brighton St.
Weet, Mr. H. S.	W. H. S.	Hancock St.
Keefer, Mr. E. P.	1	Brighton, N. Y.
Samain, Miss H. F.	2	34 Reynolds St.
Echtenacher, Miss N. E.	3	96 Edinburgh St.
Fletcher, Mr. Alfred P.	4	54 Warwick Ave.
Shedd, Miss Jessie M.	5	71 Aberdeen St.
Townsend, Mr. J. L.	6	50 Plymouth Ave.
Savage, Mr. R. K.	7	93 Selye Terrace
Snell, Miss L. R.	8	29 Clifford St.
Finch, Mr. C. E.	9	
Walden, Mr. Geo. H.	10	53 Edmonds St.
Blackmon, Mr. C. D.	12	15 Wellesley St.
Pye, Mr. Geo. W.	13	58 Tacoma St.
Scott, Miss Edith O.	14	210 Alexander St.
Clark, Mr. A. C.	15	
Allen, Mr. John G.	17	51 Prince St.
Shelton, Miss Sarah	18	20 Windsor St.
Reichenbach, Miss F. A.	19	32 King St.
Way, Mr. Mark W.	20	51 N. Union St.
Sontag, Miss M. A.	21	8 Columbia Ave.
Jenkins, Miss Lillian M.	22	19 Grant St.
Whiton, Miss J. F.	23	278 Alexander St.
Cornell, Miss N. F.	24	55 Yale St.
Farber, Miss Clara A.	25	141 Portland Ave.
Moulthrop, Mr. S. P.	26	40 Phelps Ave.
Jones, Miss A. V. M.	27	278 Alexander St.
Bradshaw, Miss Emily	29	10 Jones Ave.
Hoekstra, Miss Sietske	30	21 Cameron St.
Galbraith, Mrs. A. M.	31	14 La Fayette Place
Stevenson, Miss B. H.	32	240 Monroe Ave.
Hoppe, Miss L. C.	33	485 Alexander St.
Shebbeare, Miss Elizabeth	34	247 Ravine Ave.
Corey, Miss Clara A.	35	12 Helena St.
Brown, Miss Martha E.	36	56 Rowley St.
Frazer, Miss T. M.	R. O. A.	469 Exchange St.

## A

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Abbott, Miss M. E.	M. T.	Assistant	71 Alexander St.
Abell, Mr. F. H.	H. S.	"	11 Thayer St.
Adams, Miss Orel	H. S.	"	Culver, cor. Bay St.
Adrian, Miss W. W.	8	"	56 Caroline St.
Allen, Mr. John G.	17	Principal	51 Prince St.
Anderson, Miss L.	24	Assistant	7 Hamilton St.
Anthony, Miss Gertrude	13	"	358 West Ave.
Arnold, Miss E. Lillian	35	"	549 Averill Ave.
Arnott, Miss L. M.	15	"	158 Broadway
Armstrong, Miss C. A.	8	"	365 Jay St.
Atkinson, Miss A. B.	23	"	5 Van St.



## B

NAME OF TEACHER.	SCHOOL.	POSITION	RESIDENCE.
Baird, Miss M. D.	33	Assistant	371 Garson Ave.
Baird, Miss A. J.	5	"	14 Morgan St.
Ball, Miss Winifred	H. S.	"	71 Oxford St.
Banta, Miss Ida M.	21	"	95 Glenwood Ave.
Bantleon, Miss A. E.	33	"	257 Scio St.
Barnard, Miss L. A.	25	Kg. "	561 Averill Ave.
Barnard, Miss M. E.	24	"	561 Averill Ave.
Barrett, Miss May L.	4	"	8 E. Platt St.
Barton, Miss G. W.	15	"	85 Kenilworth Terrace
Bascom, Miss Martha	13	Kg. "	77 Glasgow St.
Bastable, Miss J. E.	18	"	107 Chestnut St.
Beach, Miss Leila	30	"	31 Warwick Ave.
Beattie, Miss Alma	30	"	19 Selye Terrace
Beattie, Miss M.	M. T.	"	19 Selye Terrace
Beckwith, Miss Corie M.	M. T.	"	272 Lexington Ave.
Beecher, Miss M. A.	H. S.	"	16 Savannah St.
Beemer, Miss Clara	25	"	31 Upton Park.
Beiter, Miss Neva T.	26	"	54 Herman St.
Belknap, Miss Laura	6	"	209 Jones St.
Bemish, Miss M. J.	10	"	183 Alexander St.
Bemish, Miss Mary	26	"	345 Monroe Ave.
Benner, Miss L.	27	"	17 Thorn St.
Benner, Miss Mabel H.	20	"	17 Thorn St.
Benedict, Miss Minnie	22	"	10 Hyde Park
Bennett, W. M.	H. S.	"	350 Bronson Ave.
Benjamin, Miss M. E.	12	"	23 Amherst St.
Bergh, Miss Minnie C.	4	"	97 Magnolia St.
Bergman, Miss Bertha	H. S.	"	55 Brighton St.
Bessunger, Miss C. L.	9	Kg. "	18 Merrimac St.
Betteridge, Miss C. S.	9	"	59 Stillson St.
Betz, Mr. Wm.	H. S.	"	160 Grand Ave.
Blackall, Miss G.	H. S.	"	342 University Ave.
Blackford, Miss Katherine	10	"	52 Meigs St.
Blackmon, Mr. C. D.	12	Principal	15 Wellesley St.
Boddy, Miss E. S.	24	Assistant	821 Main St. E.
Boddy, Miss F. E.	27	Kg. "	821 Main St. E.
Bortells, Miss G. B.	14	"	25 James St.
Bowes, Miss E. L.	31	Kg. Directress	339 Alexander St.
Bowles, Miss N. M.	W H S	Assistant	
Brace, Miss H. S.	26	"	44 Prince St.
Bradstreet, Miss Edythe L.	12	"	180 S. Goodman St.
Bradshaw, Miss Emily	29	Principal	10 Jones Ave.
Brennen, Miss Ellen R.	21	Assistant	131 Cady St.
Brewer, Mrs. G.	15	"	41 Brighton St.
Britenstool, Miss J.	18	"	263 Lyndhurst St.
Brock, Mrs. M. E.	18	"	187 Fulton Ave.
Brooks, Mrs. A. E.	18	Kg. Directress	22 Vick Park A.
Brown, Miss E. I.	6	Assistant	75 Ambrose St.
Brown, Miss L. J.	6	"	139 Spencer St.
Brown, Miss M. E.	36	Principal	56 Rowley St.
Bruce, Miss E.	2	Assistant	166 S. Fitzhugh St.
Bryan, Miss M. F.	H. S.	"	76 Adams St.
Buckley, Miss Mary E.	29	"	31 Cameron St.
Burke, Miss Adelaide	H. S.	"	111 Meigs St.
Burke, Mrs. L. J.	6	"	233 Lake Ave.
Burns, Miss Katherine	H. S.	"	23 Cambridge St.
Burns, Miss F. E.	9	"	23 Cambridge St.

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Burns, Miss M. E.	26	Assistant	23 Cambridge St.
Button, Miss G. M.	3	Kg. "	175 Lexington Ave.
Button, Miss N. M.	7	" "	175 Lexington Ave.
Button, Miss F. E.	31	" "	175 Lexington Ave.
Butler, Miss K. A.	15	" "	82 Meigs St.

## C

Calhoun, Miss E. R.	10	Assistant	102 Kenilworth Ter.
Camp, Miss Alice	1	"	
Campbell, Miss I. S.	10	"	44 Boardman St.
Campbell, Miss Jessie	H. S.	"	74 S. Union St.
Caring, Miss K. L.	H. S.	"	74 S. Union St.
Carey, Miss C. R.	22	"	88 Hamilton St.
Carey, Miss M. A.	24	"	88 Hamilton St.
Carlton, Miss Gertrude	36	"	6 Laurel St.
Carmichael, Miss M. L.	6	"	71 Jones Ave.
Carmichael, Miss L. M.	23	Kg. "	71 Jones Ave.
Carpenter, Mr. F. H.	H. S.	"	
Carpenter, Mr. H. A.	H. S.	"	
Carhart, Miss F. L.	15	"	54 Kenilworth Terrace
Carr, Miss A. A.	15	"	827 Main St. E.
Case, Miss E. G.	23	Kg. Directress	1 Thayer St.
Case, Miss F. L.	H. S.	Assistant	1 Thayer St.
Chace, Miss Alice E.	10	Kg. Directress	44 Prince St.
Chamberlain, Miss J.	4	" Assistant	181 N. Union St.
Chappell, Miss J. G.	9	" Assistant	25 Cambridge St.
Cherry, Miss H. M.	23	"	272 Clinton Ave. N.
Chillson, Miss C. L.	18	"	179 N. Union St.
Christa, Miss N. A.	31	"	27 Evergreen St.
Clackner, Miss G. V.	9	"	897 Oak St.
Clackner, Miss M. A.	H. S.	"	897 Oak St.
Clark, Mr. A. C.	15	Principal	
Clark, Miss J. M.	H. S.	Assistant	41 Vick Park B.
Clark, Miss K. B.	4	"	201½ Tremont St.
Clark, Miss J. R.	9	"	172 Alexander St.
Clark, Miss Anna E.	13	"	172 Alexander St.
Clark, Miss M. Z.	20	"	17 Marietta St.
Clark, Miss M. L.	31	"	126 Tremont St.
Clark, Ernst R.	H. S.	"	16 Tracy St.
Clarke, Miss G. M.	26	Kg. Directress	47 Vick Park B.
Clark, Miss Dora M.	26	Assistant	86 Plymouth Ave.
Clement, Mrs. A. C.	Sup'visor	Music	Alexander St.
Clements, Miss E. M.	4	Assistant	91 Jefferson Ave.
Clements, Miss Sara L.	4	"	91 Jefferson Ave.
Cloonan, Miss M.	9	"	223 Chestnut St.
Clune, Miss L. G.	17	"	27 Austin St.
Cochrane, Miss M. E.	17	"	253 Jay St.
Cochrane, Miss Emma L.	35	Kg. Directress	354 Court St.
Cogswell, Miss Bertha	25	" "	19 Jones Ave.
Coit, Miss E. L.	H. S.	Assistant	1311 Main St. E.
Collins, Miss Carrie	36	"	483 Main St. E.
Connor, Miss J. M.	18	"	20 Glasgow St.
Connor, Miss Mary R.	25	"	12 Champlain St.
Conrad, Miss E. M.	22	"	261 University Ave.
Connell, Miss M. E.	7	"	217 Lyell Ave.
Connolly, Miss K. C.	18	"	26 Leopold St.
Cone, Miss C. P.	6	"	79 Ambrose St.

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Coughlin, Miss Sara L.	20	Assistant	226 Oak St.
Coughlin, Miss Elizabeth	30	"	30 Ranier St.
Cook, Miss M. L.	24	"	496 Averill Ave.
Coote, Miss Cora M.	26	"	537 North St.
Corey, Miss Clara A.	35	Principal	12 Helena St.
Cotter, Miss K. G.	23	Assistant	39 Hand St.
Cottrell, Miss Eva H.	35	"	67 Adams St.
Cooper, Miss L. M.	10	"	176 N. Union St.
Cornell, Miss N. F.	24	Principal	55 Yale St.
Coyne, Miss A. M.	5	Assistant	1083 Exchange St.
Cosgrove, Miss Martha C.	26	"	85 Fulton Ave.
Cozzens, Miss A. H.	H. S.	"	3 Upton Park.
Craib, Miss L. M.	33	"	Culver Road
Crennell, Miss Mary	H. S.	"	37 S. Washington St.
Crippen, Miss Ruth	H. S.	"	Culver Road
Cullinan, Miss Mary H.	26	"	Mount Morris
Cunningham, Miss J. M.	15	"	206 Pearl St.
Curran, Miss E. N.	32	"	69 Bronson Ave.
Curtice, Miss F. E.	20	Kg. "	216 N. Goodman St.
Curtiss, Miss H.	H. S.	"	74 S. Union St.

## D

Davis, Miss M. H.	H. S.	Assistant	21 Melrose St.
Davis, Miss H. F.	15	"	7 Anson Place
Davies, Miss E. F.	27	"	935 Main St. E.
Decker, Miss L. J.	15	"	75 Avenue B
De Mallie, Miss Nettie S.	22	Kg. "	336 Hudson Ave.
Deyo, Miss C. M.	24	"	105 Savannah St.
Donaghue, Miss A. T.	9	"	125 Fulton Ave.
Donivan, Miss Ada L.	13	"	455 South Ave.
Donnelly, Miss Mary	20	"	113 Atkinson St.
Donnelly, Miss Alice E.	29	"	113 Atkinson St.
Dowd, Mrs. L. M.	9	"	532 South Ave.
Dower, Miss H.	27	"	93 Lyndhurst St.
Dowling, Miss H. G.	8	"	478 Alexander St.
Dowling, Miss Lois	21	Kg. Directress	478 Alexander St.
Drehmer, Miss C.	19	Assistant	219 Grand Ave.
Drury, Miss Alice G.	26	"	6 Hart St.
Drury, Miss F. B.	20	"	6 Hart St.
Dukelow, Miss F. J.	18	"	99 Woodward St.
Dumont, Miss Bess I.	H. S.	"	87 Park Ave.
Dunn, Miss M. A.	9	"	90 Hamilton St.
Dunsford, Miss Mabel H.	H. S.	"	38 S. Washington St.
Durney, Miss Ella L.	10	Kg. "	3 Beckley St.

## E

Echtenacher, Miss N. E.	3	Principal	96 Edinburgh St.
Edick, Miss Grace W.	12	Assistant	5 Lafayette Place.
Edson, Miss R. C.	23	"	39 N. Union St.
Edwards, Miss L.	19	Kg. "	58½ Woodward St.
Ege, Miss E. M.	9	Assistant	185 Clifford St.
Eichelman, Miss E. E.	29	"	20 Wentworth St.

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Elliot, Miss Stella L.	4	Assistant	40 Clifton St.
Ellis, Mrs. C. S.	H. S.	"	28 Avondale Park
Ellwanger, Miss Helen	H. S.	"	18 Gardiner Park
Ely, Miss Jessie D.	7	"	7 Selye Terrace
Etzel, Miss E. M.	7	"	31 Kelly St.
Evans, Miss Carrie V.	34	"	226 Linden St.
Evans, Miss E.	19	"	151 Tremont St.
Eves, Miss Jennie	12	"	53 Broadway

## F

Farber, Miss Clara A.	25	Principal	141 Portland Ave.
Farrington, Miss B. M.	29	Assistant	65 Thorndale Terrace
Farrington, Miss C. A.	29	"	63 Thorndale Terrace
Farber, Miss Sadie	33	"	141 Portland Ave.
Faust, Miss E. M.	3	"	348 Whitney St.
Fay, Miss G. B.	27	"	83 Charlotte St.
Fehrenbach, Miss A.	19	"	16 S. Union St.
Felsinger, Miss H. M.	2	"	123 Orange St.
Fichtner, Miss K. E.	18	"	466 North Ave.
Filer, Miss Mary R.	18	"	211 Fulton Ave.
Fiedler, Miss L. J.	7	"	21 Thorn St.
Fiedler, Miss A. C.	7	"	21 Thorn St.
Finding, Miss A. G.	2	"	1 Magee St.
Finch, Mr. C. E.	9	Principal	
Fitz Simons, Miss F.	27	Kg. Assistant	565 Lake Ave.
Fitz Gerald, Miss L. A.	9	"	21 Vick Park A
Fisher, Miss N. M.	26	"	6 Cambridge St.
Flaherty, Miss Della	30	"	40 Lime St.
Flaherty, Miss Emma	21	"	40 Lime St.
Flanagan, Miss M. E.	20	"	49 Emerson St.
Flack, Miss A. M.	24	Kg. Directress	765 N. St. Paul St.
Fletcher, Alfred P.	4	Principal	54 Warwick Ave.
Fletcher, Miss Flora G.	29	Assistant	46 Jefferson Ave.
Flint, Miss Lillian A.	26	"	566 Mt. Hope Ave.
Flynn, Miss M. F.	9	"	440 Genesee St.
Forbes, Miss F. A.	N. T. S.	Critic	1652 Main St. E.
Foote, Miss Adelaide	33	Kg. Assistant	37 Rowley St.
Foote, Miss J. B.	5	Assistant	37 Rowley St.
Ford, Miss Ida L.	13	"	404 Mt. Hope Ave.
Foster, Miss A. J.	H. S.	"	26 Birch Crescent
Frank, Miss Georgie	13	"	34 Grove St.
Frazer, Miss T. M.	R. O. A.	Principal	469 Exchange St.
Freeland, Miss M. L.	9	Kg. Assistant	109 Driving Park Ave.
Freeland, Miss Elizabeth	3	Assistant	469 Exchange St.
Frost, Mrs. A. M.	M. T.	"	488 South Ave.
Fuller, Miss H. E.	9	"	233 Lyndhurst St.
Futherer, Miss E. E.	20	"	816 St. Paul St.

## G

Gaffney, Miss E.	27	Assistant	55 Rowley St.
Galbraith, Mrs. A. M.	31	Principal	14 La Fayette Place
Gallery, Miss Elizabeth E.	12	Assistant	251 Lake Ave.
Gallery, Miss M. A.	6	Kg. "	251 Lake Ave.
Gates, Miss H. E.	3	"	15 St. Clair St.

NAME OF TEACHER.	SCHOOL	POSITION.	RESIDENCE.
Gendreau, Miss F. E.	21	Assistant	340 Oak St.
Geraghty, Miss E. E.	9	"	69 Joseph Ave.
Gibbons, Miss A. N.	H. S.	"	97 Ambrose St.
Gifford, Miss Helen J.	17	"	20 St. Clair St.
Gillett, Miss Cora M.	13	"	51 Griffith St.
Glover, Miss B. M.	15	"	109 Pearl St.
Goddard, Miss F.	24	"	87 Avenue D
Golden, Miss Martha	36	"	24 Clifton St.
Golden, Miss I. I.	14	"	24 Clifton St.
Goodenough, Miss L. L.	24	"	81 Orange St.
Goodman, Miss J.	19	"	84 Hickory St.
Goodwin, Miss L. May	14	"	33 Upton Park
Gordon, Miss A. K.	4	"	31 Mark St.
Gordon, Miss C. L.	M. T.	"	27 Tracy St.
Gorsline, Miss L. P.	15	"	45 Pearl St.
Gosnell, Miss H. L.	4	"	147 Atkinson St.
Gosnell, Miss Susanne J.	35	"	147 Atkinson St.
Gosnell, Miss E.	10	"	53 Ontario St.
Gosnell, Miss I. J.	18	"	23 Ontario St.
Graham, Miss C. M.	26	"	458 Exchange St.
Gray, M. D.	H. S.	"	4 Canfield Place
Gregory, Miss Helen	3	"	105 Plymouth Ave.
Greenwood, Miss M.	20	"	299 Alexander St.
Groves, Miss M. M.	H. S.	"	
Gruman, Miss E. M.	H. S.	"	36 S. Goodman St.
Gutmann, Miss F.	M. T.	"	73 Kenilworth Terrace

## H

Hacock, Miss Carrie L.	21	Assistant	47 Thorndale Terrace
Haller, Miss Julia	30	"	322 Lexington Ave.
Hamilton, Miss N. J.	17	"	935 Oak St.
Hamilton, Miss E. E.	24	Kg. "	238 Spencer St.
Hanna, Miss Sarah	13	"	54 Hickory St.
Hanna, Miss J. P.	H. S.	"	125 Grand Ave.
Harris, Miss A. V. S.	Pr. & Kg.	Supervisor	207 East Ave.
Harris, C. E.	H. S.	Assistant	185 Parsells Ave.
Harrison, Miss Belle	27	"	118 Harvard St.
Haskin, Miss M. A.	15	"	39 Somerset St.
Hayes, Miss Katherine A.	34	"	370 Jay St.
Hayes, Miss E. R.	27	"	30 Hamilton St.
Heath, Miss M. E.	27	"	811 Main St. E.
Heaphy, Miss L. I.	31	"	88 Locust St.
Heaver, Miss M. L.	H. S.	"	Pittsford, N. Y.
Hebbard, Miss A. M.	15	"	259 Monroe Ave.
Hendricks, Miss Agnes	33	"	34 Austin St.
Heston, Miss M.	7	Kg. Directress	57 S. Goodman St.
Hesslinger, Miss M.	27	Assistant	185 N. Union St.
Hibregtsen, Miss M.	33	"	596 Hayward Ave.
Hiser, Miss E. C.	7	"	354 Lexington Ave.
Hitchcock, Miss L. A.	4	"	141 Adams St.
Hockstra, Miss Sietske	30	Principal	21 Cameron St.
Hoffman, Miss R. M.	24	Assistant	39 Hudson Ave.
Hoffman, Miss J. L.	9	"	66 Cumberland St.
Hogan, Miss K.	19	"	23 Glasgow St.
Hoppe, Miss L. C.	33	Principal	485 Alexander St.
Hoppe, Miss Margaret	33	Assistant	485 Alexander St.

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Horne, Miss H. G.	3	Assistant	30 Birr St.
Hotchkin, Miss A. M.	H. S.	"	34 Calumet St.
Howe, Miss S. N.	10	"	333 Alexander St.
Howe, Miss Minnie H.	12	"	333 Alexander St.
Howell, Miss J. M.	24	"	59 Hamilton St.
Howard, Miss M. C.	8	"	312 Oak St.
Howard, Miss Alice C.	34	"	181 Saratoga Ave.
Howe, Miss M. T.	35	"	94 S. Washington St.
Hoyt, Miss Harriet E.	26	"	163 Meigs St.
Hubbell, Benjamin	H. S.	"	652 Main St. E.
Hughes, Miss Minnie F.	26	"	85 Jay St.
Hughes, Miss Helen S.	29	"	85 Jay St.
Humphrey, Miss Ethel	30	Kg. Directress	56 Oxford St.
Hunt, Miss C. E.	32	Assistant	152 Frost Ave.
Huck, Miss M. J.	36	"	139 Spencer St.

## I

Inman, Miss Amy D.	20	Assistant	816 St. Paul St.
Irvine, Miss Cora B.	12	"	53 Post St.

## J

Jackson, Miss M. C.	4	Assistant	44 Ford St.
Jenkins, Miss L. M.	22	Principal	19 Grant St.
Jennings, Miss A. E.	8	Assistant	82 Chatham St.
Jennings, Miss F. A.	8	"	82 Chatham St.
Johns, Miss F. Emma	30	"	283 Orchard St.
Jones, Miss A. V. M.	27	Principal	278 Alexander St.
Jones, Miss L.	19	Assistant	81 Bartlett St.
Joslyn, Miss C. M.	18	"	10 Jones Ave.
Joy, Miss Julia L.	10	"	190 Monroe Ave.

## K

Kane, Miss A. F.	2	Assistant	102 Spring St.
Kane, Miss T. B.	H. S.	"	510 S. Goodman St.
Kane, Miss L. M.	6	"	102 Spring St.
Karp, Miss M. A.	18	"	Oakman St.
Kay, Miss Mary	M. T.	"	167 Lexington Ave.
Keefer, E. P.	1	Principal	Brighton, N. Y.
Keele, Miss A. E.	17	Assistant	96 Walnut St.
Kehoe, Miss M. A.	5	"	270 Oak St.
Keogh, Miss Monica	13	"	58 Hickory St.
Keogh, Miss Martha M.	26	"	338 University Ave.
Keough, Miss Agnes	13	"	27 Bond St.
Kermode, Miss Harriet M.	20	"	154½ S. Goodman St.
Killip, Miss J. B.	31	"	5 Concord St.
Kochenthal, Miss Stella J.	22	Kg. Assistant	21 Vick Park B
Kochler, Miss A. M.	4	Assistant	283 Brown St.
Kohlmetz, Miss E. M.	8	"	17 Hart St.
Kostbahn, Miss J.	32	"	93 Clarissa St.

## L

NAME OF TEACHER	SCHOOL.	POSITION.	RESIDENCE.
Lane, Mrs. M. E.	17	Kg. Directress	113 Emerson St.
Langham, Miss H. B.	7	Assistant	245 Saratoga Ave.
Latz, Miss M. M.	18	"	59 Cumberland St.
Lattimore, Miss E. L.	H. S.	"	595 University Ave.
Leary, Miss Margaret	6	"	50 Romeyn St.
Lehrberg, Miss G. E.	18	"	29 Lyndhurst St.
Leiser, Miss Fannie	5	Kg. "	88 Chatham St.
Lenihan, Miss Miriam C.	12	Assistant	53 Platt St.
Lennon, Miss C. G.	17	"	29 Churchlea Place
Lennon, Miss M. J.	9	"	4 Payne St.
Lennon, Miss Mary W.	20	"	21 Martin St.
Lear, Miss C. M.	15	"	25 Tracy St.
Leseritz, Miss Julia F.	20	"	13 Hart St.
Lipsky, Miss S.	23	"	305 Monroe Ave.
Logan, Miss M. Frances	14	"	9 Joslyn Park
Lovejoy, Miss Pearl	M. T.	"	
Love, Miss Kate A.	29	"	306 Frost Ave.
Lucas, Miss H. E.	Drawing	Supervisor	784 University Ave.
Lyke, Miss Clara B.	13	Assistant	673 Averill Ave.
Lynn, Miss E. N.	12	"	14 Lamberton Park

## M

MacCallum, Miss M. M.	20	Assistant	7 Almira St.
MacVicar, Miss E.	H. S.	"	137 Bronson Ave.
Madden, Miss J. T.	9	"	358 St. Paul St.
Madden, Miss Mary	20	Kg. Directress	60 Phelps Ave.
MaGill, Miss R.	19	Assistant	184 Flint St.
Mahon, Miss Julia D.	12	Kg. "	126 East Ave.
Maher, Miss Elizabeth M.	14	Assistant	623 Jay St.
Maher, Miss E. G.	17	"	319 Jay St.
Makeham, Miss M. M.	6	"	813 Oak St.
Mann, Miss Edna N.	14	"	203 Scio St.
Mann, Miss M. G.	18	"	203 Scio St.
Manvel, Miss L. A.	13	"	69 Meigs St.
Mapes, Miss J. I.	15	"	31 Meigs St.
Marcy, Mrs. E. D.	3	"	75 Adams St.
Margrander, Miss Esther	22	"	293 Portland Ave.
Martin, Miss Elizabeth	30	"	527 Court St.
Martens, Miss C. J.	26	"	1 Brinker Park
Masten, Miss M. E.	12	Kg. Directress	147 Park Ave.
Matthews, Miss A. M.	17	Assistant	132 Bronson Ave.
Maxson, Miss J. E.	3	"	554 Hayward Ave.
McAnally, Miss Helen F.	13	"	15 Gardner Park
McAnarney, Miss M.	17	"	154 Brown St.
McCormack, Miss Mary A.	21	"	19 Costar St.
McCarthy, Miss Mary H.	20	"	11 Galusha St.
McConnell, Miss A. M.	17	"	229 Jay St.
McClelland, Miss L.	2	"	111 Troup St.
McDonald, Miss A. S.	9	"	56 Bronson Ave.
McGrath, Miss A. K.	2	Kg. "	217 Spencer St.
McGoveron, Miss S.	6	Assistant	29 Kenilworth Terrace
McGregor, Miss L. M.	23	"	77 Bartlett St.
McGowan, Miss E. J.	4	"	24 Charlotte St.
McGuire, Miss Clara	36	"	76 Glenwood Ave.
McIntyre, Miss F. H.	18	Kg. "	25 Dartmouth St.

NAME OF TEACHER	SCHOOL	POSITION	RESIDENCE
McKelvey, Miss Lois E.	6	Assistant	60 Spencer St.
McKittrick, Miss G.	26	"	4 Greig St.
McKearney, Miss Louise	20	"	20 Marietta St.
McLean, Miss Lillian M.	14	"	7½ Lawn St.
McMahon, Miss T.	H. S.	"	63 Cypress St.
McMath, Miss A. L.	H. S.	"	97 East Ave.
McNamara, Miss C.	22	"	4 Sheridan St.
McSweeney, Miss L.	10	"	814 Main St. E.
McTaggart, Miss Agnes L.	22	"	53 Griffith St.
Meagher, Miss F. M.	6	"	30 Jones Ave.
Mellon, Miss J. C.	26	"	22 Chestnut St.
Mersereau, Mr. S. S.	H. S.	"	"
Metherell, Miss E. M.	9	"	560 Mt. Hope Ave.
Meulendyke, Miss Jennie	22	"	144 Avenue C.
Meyer, Miss C. Maud	22	"	29 Delevan St.
Michaelsen, Miss Pauline	30	"	73 Lowell St.
Michelson, Miss Dora	26	"	79 Avenue A.
Mills, Miss F.	10	"	776 Genesee St.
Miller, Mr. L. H.	H. S.	"	182 Gregory St.
Milliman, Miss C.	H. S.	"	70 Melroe St.
Millard, Miss Carrie B.	12	"	30 Tracy St.
Miller, Miss Mary Jean	14	"	255 Culver Road
Minges, Miss Mary F.	22	"	57 Richmond St.
Mink, Miss H. C.	H. S.	"	354 University Ave.
Monaghan, Miss Nellie A.	13	"	11 Lafayette Place
Moore, Miss I. M.	14	"	72 Woodward St.
Moore, Miss Julia A.	14	"	282 Averill Ave.
Moloney, Miss Anna M.	21	"	211 Lyell Ave.
Montgomery, Miss F.	8	Kg. Directress	102 Broadway
Montgomery, Miss R.	32	Assistant	390 Plymouth Ave.
Moran, Miss Katherine E.	14	"	1 Birch Crescent
Moran, Miss M.	25	"	111 Frank St.
Moreland, Miss I. C.	26	Kg.	3 Payne St.
Moreland, Miss Marie	26	Assistant	3 Payne St.
Morey, Miss Lottie E.	26	"	176 N. Union St.
Morgan, Miss H. E.	8	"	94 Field St.
Morgan, Miss Carrie M.	29	"	53 Jefferson Ave.
Morris, Miss J. M.	8	"	Ridge Road, Irondequoit
Morrissey, Miss May E.	29	"	363 Hayward Ave.
Morrissey, Miss Amelia	36	"	510 Plymouth Ave.
Morris, Miss May	18	"	Irondequoit
Moseley, Miss Rosedale	M. T.	"	5 Rowley St.
Moseley, Miss Esther	5	Kg. Directress	5 Rowley St.
Moshier, Miss Frances	3	Assistant	86 Adams St.
Moulthrop, Mr. S. P.	26	Principal	40 Phelps Ave.
Munson, Miss E. M.	H. S.	Assistant	92 Adams St.
Munson, Miss E. J.	4	"	92 Adams St.
Murphy, Miss A. J.	9	"	121 Kent St.
Murphy, Miss A. M.	6	Kg. Directress	70 Marshall St.
Murphy, Miss H. F.	24	Assistant	77 Alexander St.
Murray, Miss May A.	26	"	250 Lyndhurst St.
Murray, Miss May E.	26	Kg.	38 Catherine St.
Murray, Miss Lillian S.	29	Assistant	108 Pearl St.
Murray, Miss M. E.	23	"	470 Alexander St.
Murray, Mr. W. W.	M. T.	Supervisor	307 Adams St.



## N

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Nagel, Miss D. J.	9	Assistant	16 Joiner St.
Neafie, Miss Harriet C.	13	Kg. Directress	13 Grove St.
Nell, Miss Cora	H. S.	Assistant	175 N. Union St.
Nelligan, Miss Julia F.	20	"	9 Hand St.
Neville, Miss Mary J.	29	Kg. Directress	302 Saxton St.
Newton, Miss Marion B.	14	Assistant	210 Alexander St.
Nichols, Miss C.	7	"	10 Birch Crescent
Nichols, Mr. Fred G.	H. S.	"	
Nicholson, Mrs. A. M.	10	"	317 Frank St.
Nicholson, Miss Luella B.	22	Kg. " Assistant	4 Sheridan Park
Niven, Miss Mary	29	"	46 Kenwood Ave.
Niven, Miss Elizabeth A.	29	"	46 Kenwood Ave.
Noyce, Miss Mabel C.	26	"	5 Frederic St.
Nugent, Miss G.	7	"	137 Fulton Ave.

## O

O'Brien, Miss M. A.	34	Assistant	16 Mason St.
O'Brien, Miss Sadie L.	12	"	70 Broadway
O'Connor, Miss M. C.	27	"	158 St. Paul St.
O'Connor, Miss N. L.	27	"	104 Hamilton St.
O'Connor, Miss Agnes G.	29	"	32 Jefferson Ave.
O'Connor, Miss Elizabeth	29	"	32 Jefferson Ave.
O'Connor, Miss M. F.	17	"	45 Martin St.
O'Donnell, Miss L. H.	27	"	486 Jay St.
O'Hern, Mr. J. P.	H. S.	"	259 Park Ave.
O'Meara, Miss Eleanor G.	12	"	34 Savannah St.
O'Neill, Miss E. G.	8	"	28 Saxton St.
O'Rorke, Miss Phebe	20	"	40 Emmett St.
O'Rorke, Miss Bertie	10	"	34½ Emmett St.
O'Shea, Miss F. C.	9	"	273 Allen St.
Otis, Miss Kate	H. S.	"	54½ Meigs St.
Otis, Miss M.	H. S.	"	34 Vick Park B.

## P

Paget, Miss Frances	H. S.	Assistant	55 Brighton St.
Parsons, Miss C. A.	3	"	86 S. Ford St.
Parish, Miss Mabel	30	"	59 Saratoga Ave.
Patterson, Miss E. M.	3	"	477 Alexander St.
Peabody, Miss M. L.	10	"	508 Oxford St.
Perry, Miss A. M.	15	"	55 Brighton St.
Perry, Miss L. V.	33	"	113 Webster Ave.
Perrin, Miss F.	1	"	Brighton
Perrin, Miss Ella	35	"	70 Clinton Ave. S.
Phaler, Miss S. M.	31	"	37 Central Park
Phillips, Miss E. A.	M. T.	"	70 Meigs St.
Pierce, Miss Del	12	"	154 Emerson St.
Pike, Miss Gertrude	1	"	4 Cambridge St.
Plass, Miss A. A.	5	"	91 Ambrose St.
Power, Miss Katherine B.	13	"	898 St. Paul St.
Prendergast, Miss Mary	22	Kg. Directress	18 Costar St.

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Prescott, Miss N. G.	H. S.	Assistant	99 S. Fitzhugh St.
Preston, Miss Mary	H. S.	"	74 S. Union St.
Preston, Miss J. B.	20	"	62 Almira St.
Price, W. R.	H. S.	"	39 Thayer St.
Pruyn, Miss M. C.	27	"	Matthew St.
Purcell, Miss Mary	H. S.	"	8 Birch Crescent
Pye, Mr. Geo. W.	13	Principal	58 Tacoma St.
Pyott, Miss M. H.	3	Kg. Directress	105 Troup St.

## Q

Quinlan, Miss L. C.	9	Kg. Directress	149 Atkinson St.
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## R

Reddington, Miss M. G.	22	Assistant	57 Waverly Place
Reichelt, Miss Elfrieda	20	"	409 Clinton Ave. N.
Reichenbach, Miss F. A.	19	Principal	32 King St.
Remington, Mrs. E. P.	H. S.	Assistant	14 Federal St.
Reuter, Miss L. R.	33	"	104 Park Ave.
Rich, Miss H. A.	32	Kg. Directress	22 Gardner Park
Rickard, Miss Frances B.	22	Assistant	8 Grove St.
Robertson, Miss Agnes J.	20	"	3 Hart St.
Robinson, Mrs. Helen A.	13	"	48 Howell St.
Robinson, Miss E. J.	29	"	202 Kenwood Ave.
Robinson, Miss V. F.	34	"	173 Maryland St.
Rogers, Miss F.	M. T.	"	87 Prince St.
Rogers, Miss M. S.	2	Kg. Directress	87 Prince St.
Rogers, Miss Isabelle	H. S.	Assistant	87 Prince St.
Rohde, Miss E. J.	10	"	89 Nassau St.
Rohr, Miss Mary A.	25	"	159 Portland Ave.
Rossney, Miss A.	19	"	337 Genesee St.
Ross, Miss A. L.	9	"	169 Saratoga Ave.
Rothschild, Miss Sara	33	"	237 Lyndhurst St.
Rounds, Miss D. M.	H. S.	"	278 Alexander St.

## S

Salmon, Miss Jennie E.	14	Assistant	177 Milburn St.
Salley, Miss F. W.	31	"	131 Meigs St.
Salter, Miss A.	19	"	118 Frost Ave.
Samain, Miss H. F.	2	Principal	34 Reynolds St.
Saunders, Miss K. M.	4	Kg. Directress	46 Mason St.
Savage, Mr. R. K.	7	Principal	93 Selye Terrace
Schaefer, Miss Louise A.	26	Assistant	115 Genesee St.
Schake, Miss L. C.	33	"	73 Weld St.
Schneeberger, Miss S. M.	33	"	336 Avenue A.
Schooley, Miss Jane M.	12	"	32 Broadway
Scott, Miss Edith A.	14	Principal	210 Alexander St.
Scofield, Miss H. C.	31	Assistant	135 Park Ave.
Schwartz, Miss P. A.	9	"	21 Catherine St.
Schwartz, Miss Rebecca	33	"	292 Monroe Ave.
Schwartz, Miss H. H.	10	"	292 Monroe Ave.
Schwendler, Miss Sara	H. S.	"	17 Vick Park A.
Sedgwick, Miss Alice	22	"	160 Fulton Ave.

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Seitz, Miss Maud	33	Assistant	27 Avenue E.
Servoss, Miss Carrie E.	6	"	79 Ravine Ave
Shaffer, Miss A.	M. T.	"	135 Plymouth Ave
Shanly, Miss M. F.	8	"	129 Fulton Ave
Shanly, Miss K. J.	7	"	129 Fulton Ave.
Sharpe, Miss Mary F.	26	"	75 Driving Park Av
Shaw, Miss Ella M.	12	"	240 Monroe Ave
Shape, Miss E. E.	14	"	
Shea, Miss K. A.	19	"	28 Glasgow St.
Shebheare, Miss Elizabeth	34	"	247 Ravine Ave.
Shedd, Miss Jessie M.	5	Principal	71 Aberdeen St.
Shelton, Miss S.	18	"	20 Windsor St.
Shumway, Miss Anna B	30	Assistant	141 Spencer St.
Sias, Mr. A. B.	H. S.	"	177 Harvard St.
Sickels, Miss Jessie H.	25	"	780 University Ave.
Sike, Miss N. A.	5	"	871 Main St E.
Silshy, Mr. Don H.	H. S.	"	
Simmons, Miss R. J.	33	Kg. Directress	36 N. Goodman St.
Simpson, Miss Anna J.	22	Assistant	1077 St. Paul St
Smith, Miss F. L.	3	"	86 Plymouth Ave
Smith, Miss A. E.	4	"	252 Troup St.
Smith, Miss Clara M	4	"	74 Kenwood Ave.
Smith, Mrs. Ella A.	14	"	121 Weld St
Smith, Miss G.	1	"	Brighton
Smith, Miss K. A.	17	"	275 Brown St.
Smith, Miss Esther A.	34	"	558 Hayward Ave.
Smith, Miss S. J.	2	"	252 Troup St.
Snell, Miss Gertrude	14	"	1 Birch Crescent
Snell, Miss L. R.	8	Principal	29 Clifford St.
Snyder, Miss E. A.	Music	Assistant	Arnold Park
Sontag, Miss M. A.	21	Principal	8 Columbia Ave
Southard, Miss A. M	33	Assistant	4 Arlington St
Sparlin, Mr. E. M.	H. S	Assistant	474 Alexander St
Spers, Miss N. E.	4	"	81 Clarissa St
Spinning, Miss Sarah H	20	Kg. "	41 Martin St
Stapleton, Miss M	19	Assistant	94 Frost Ave
Stark, Miss O	5	"	32 Frank St.
Stede, Miss L. Alice	26	"	25 Marietta St
Steencken, Miss H	6	"	5 Augustine St.
Sterling, Miss M. A	15	"	179 Laburnum Cresce
Stevenson, Miss B. H	32	Principal	240 Monroe Ave
Stewart, Miss I.	10	Assistant	218 Wellington Ave
Stillman, Miss H	18	Kg. "	11 Austin St.
Steiger, Miss K. F.	Sewing	Supervisor	91 Park Ave
St. John, Miss Jennie B.	29	Assistant	52 Broadway
St. John, Miss Alice M	25	"	52 Broadway
Strauchen, Miss H. C	8	"	5 Brinker Place
Stone, Miss Jennie F.	29	Kg. "	245 Jay St.
Stone, Miss Beulah	35	"	14 Gorsline St.
Strong, Mrs. G. B	R. O. A.	Assistant	133 Maryland St
Strowger, Miss J. E.	22	"	148 Portland Ave
Sullivan, Miss Emma	36	"	136 Adams St.
Sweet, Miss A. M.	18	"	646 University Ave
Sweeting, Miss C. B.	10	"	284 Oak St.

## T

NAME OF TEACHER.	SCHOOL.	POSITION.	RESIDENCE.
Tamblingson, Miss L. M.	3	Assistant	236 Oxford St.
Tanner, Miss G. J.	19	"	9 New York St.
Taylor, Miss M. A.	15	Kg. Directress	13 Grove St.
Thayer, Miss M. R.	31	Assistant	231 Saratoga Ave.
Thorne, Miss S. M.	17	"	35 Weddale Way.
Toaz, Miss E. D.	M. T.	"	14 Arch St.
Torre, Miss L.	27	"	186 Saratoga Ave.
Townley, Mrs. K.	30	"	200 Tremont St.
Townsend, Mr. J. L.	6	Principal	60 Plymouth Ave.
Travis, Miss J. E.	22	Assistant	265 Plymouth Ave.
Trant, Miss K.	26	"	70 Pearl St.
Tuohey, Miss Susie	26	"	36 Catherine St.
Turrell, Miss Lillian B.	25	"	2 Beckley St.
Tuttle, Miss E.	27	Kg. Directress	1 Thayer St.
Twist, Miss Ida A.	35	Assistant	77 Caroline St.
Tyler, Mrs. G. E.	26	"	394 University Ave.

## V

Van Dake, Miss E. W.	18	Assistant	50 Hollister St.
Van Ingen, Miss B.	19	Kg. Directress	29 Hudson Ave.
Van Ingen, Miss F. L.	36	" "	29 Hudson Ave.
Van Ingen, Miss M.	7	Assistant	274 Frank St.
Van Ingen, Miss E.	6	"	274 Frank St.
Van Zandt, Miss M. J.	3	"	15 Harper St.
Van Zandt, Miss M. R.	H. S.	"	80 Savannah St.
Vayo, Miss Caroline I.	29	"	139 Genesee St.
Verhoeven, Miss M.	18	"	14 Joiner St.
Vick, Miss Jessie	33	"	280 Garson Ave.
Vick, Miss C. L.	31	"	57 Emerson St.
Vogel, Miss Carrie L.	26	"	198 Frank St.
Vogel, Miss Clara A.	29	"	45 Hand St.

## W

Wade, Miss E.	8	Kg. Assistant	80 Ambrose St.
Walden, Mr. Geo. H.	10	Principal	63 Edmonds St.
Walter, Miss Florence G.	26	Assistant	170 Clifford St.
Wall, Miss I. A.	17	"	349 Troup St.
Wallace, Miss J. E.	26	Kg. "	22 Catherine St.
Wallace, Miss Ella J.	26	Assistant	356 St. Paul St.
Wallace, Miss Emma	26	"	22 Catherine St.
Ward, Miss Kate	M. T.	"	85 Dewey Ave.
Warner, Miss M.	24	"	29 George St.
Watson, Miss K. B.	22	"	558 St. Paul St.
Way, Mr. Mark W.	20	Principal	61 N. Union St.
Weaver, Miss J. E.	18	Assistant	267 Lyndhurst St.
Weed, Miss M. G.	7	"	127 Avenue B.
Weet, Mr. H. S.	W. H. S	Principal	Hancock St.
Wegman, Miss A. L.	32	Assistant	146 Adams St.
Wellman, Miss M. R.	3	"	9 Park Ave.
Wesp, Mr. C. A.	H. S.	"	76 Driving Park Ave.
Wetmore, Mrs. E. P.	H. S.	"	49 Grieg St.

NAME OF TEACHER.	SCHOOL.	POSITION,	RESIDENCE.
Wetmore, Miss K. S.	H. S.	Assistant	84 S. Fitzhugh St.
Whiting, Miss B. U.	M. T.	"	27 Tracy St.
Whiton, Miss J. F.	23	Principal	278 Alexander St.
White, Miss N. T.	9	Assistant	207 Adams St.
Wheeler, Miss Carrie M.	34	"	37 Finch St.
Wickham, Miss E. F.	8	"	292 Genesee St.
Wight, Miss B.	H. S.	"	
Wilcox, Mr. A. H.	E. H. S.	Principal	10 Brighton St.
Wile, Mr. A. J.	H. S.	Assistant	77 Melrose St.
Wiley, Miss Belle	14	"	39 Dartmouth St.
Wilkinson, Miss J. F.	23	"	19 S. Union St.
Wilkinson, Miss L. D.	10	"	19 S. Union St.
Williams, Miss J.	M. T.	"	30 Avenue B.
Williams, Miss H. S.	15	"	159 Meigs St.
Willson, Miss E. D.	23	"	Rowley St.
Williams, Miss L. M.	27	"	477 University Ave.
Williams, Miss Grace	H. S.	"	Brockport, N. Y.
Wilson, Miss E. C.	6	"	65 Spencer St.
Wood, Mrs. M. E.	Ch.Home	"	122 Linden St.
Wooden, Miss E. T.	19	"	173 Wooden St.
Wooden, Miss L.	M. T.	"	173 Wooden St.
Wright, Miss M.	H. S.	"	74 S. Union St.
Wright, Miss Frances	3	"	78 Sanford St.
Wright, Miss J. H.	14	"	80 N. Union St.
Wright, Miss M. M.	14	"	83 Sanford St.

## Y

Yaeckel, Miss L. L.	8	Assistant	41 Avenue C.
Yawger, Miss Elsie M.	14	"	92 Linden St.
Yost, Miss Susie E.	26	"	50 Phelps Ave.
Young, Miss Frances	30	Kg. "	117 Chili Ave.
Young, ( Miss Letitia	H. S.	Assistant	149 Adams St.
Young, Miss H A.	10	"	2 Rose St.
Young, Miss Ida C.	12	"	326 Andrews St.

## THE LAWS OF 1898.

As Amended by the Laws of 1900 and 1901.

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### FOR THE GOVERNMENT OF THE SCHOOLS OF ROCHESTER, N. Y

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Sec. 123. The commissioners of common schools in said city shall constitute a board to be styled "The Board of Education of the city of Rochester," which shall be a corporate body in relation to all the powers and duties conferred upon it by virtue of this act. The said board shall meet on the first Monday of each and every month, and at such other times as it shall from time to time appoint. Special meetings shall be called by the secretary upon order of the president or upon request of a majority of the said board. A majority of said board shall constitute a quorum for the transaction of business. In the absence of a quorum, a minority of said board may adjourn a meeting from day to day. The said board shall, at the first regular meeting in January of each year, elect one of its members president, who shall, when present, preside at all its meetings. In the absence of the president, the said board shall elect some other member to preside at such meetings and to perform the duties of the president during such absence.

On and after the first day of January, 1900, the Board of Education of the city of Rochester shall be composed of five commissioners of schools to be elected by the electors of the city at large; and at the city election to be held in 1899 there shall be elected by the electors of the city at large, five commissioners of schools, three of whom shall be elected for a term of two years each, and the other two of whom shall be elected for terms of four years each. Their terms of office shall commence on January 1, 1900. At the biennial city election to be held in the city of Rochester next preceding the expiration of the terms of any of the said commissioners of schools, their successors shall be elected for terms of four years each. In case a vacancy shall occur in the office of a member of the Board of Education for any cause, the mayor of said city shall fill such vacancy by the appointment of a suitable person; and the person so appointed shall hold office by virtue of such appointment until and including the 31st day of December fol-

lowing the next succeeding biennial city election, at which election a commissioner of schools for the unexpired term shall be elected by the electors of the city at large. The compensation of the commissioners shall be twelve hundred dollars (\$1,200) per annum, to be paid out of the school fund.

Sec. 124. Any member of the said Board of Education may be removed by the mayor of the said city upon proof, either of official misconduct in office, or of negligence of official duties, or of conduct in any manner connected with his official duties, which tends to discredit his office or the school system, or for mental or physical inability to perform his duties as a member of said board; but before such removal of said member he shall receive due and timely notice in writing of the charges against him, and a copy thereof, and shall be entitled to a hearing, on like notice, before the mayor and to the assistance of counsel on said hearing.

Sec. 126. The said Board of Education shall manage, control, maintain and provide for the public schools of said city, and the public school system thereof, and shall manage and control the property, real and personal, which shall belong to the said city and be used for the purposes of education, subject only to the general statutes of the state relating to public schools and public school instruction and to the provisions of this act.

Sec. 127. The said board shall have power:

1. To establish kindergartens, common schools, one or more high schools, manual training schools or classes, evening classes or schools for special studies, training school or classes for teachers, and truant schools, and shall have power to discontinue or consolidate schools. Any training school or high school, heretofore established and maintained by the public school authorities and registered as high schools by the regents of the state of New York, shall be maintained in full efficiency. The said high schools shall be so organized as to furnish the benefit of further education to pupils of both sexes who shall have finished the grammar school course, and to other residents of school age equally prepared, and the said board shall have power to make, from time to time, for the said high schools, all needful rules and regulations, and to prescribe conditions on which pupils shall be received and instructed therein and discharged therefrom.

2. To change the grades of all schools, or of any school, and of all classes of any high school or other schools under its charge, and to adopt and modify courses of study therefor.

3. To fix a standard of qualifications as a necessary requirement for the service of all principals and teachers in the high schools and

other schools of the city; which requirement may be higher, but not lower, than the minimum qualifications required by the general laws of the state and the provisions of this act.

4. As herein provided, to purchase lease or improve sites for school houses; to build, purchase, lease, enlarge, improve, alter and repair school houses and their appurtenances; to purchase, improve, exchange and repair school apparatus, books, furniture and appendages; to procure fuel and defray the contingent expenses of the schools under its control; to pay the wages of all officers, principals, teachers and employees in the said department of education, as herein provided.

5. To appoint as herein provided:

*a.* A secretary of the board of education, who shall serve during the pleasure of the board.

*b.* A superintendent of public schools, whose term of office shall be four years.

*c.* A librarian, whose term of office shall be two years.

*d.* A supervising architect of experience and good standing in his profession, who shall serve during the pleasure of the board.

*e.* All school principals and teachers.

*f.* All janitors and truant officers, subject, however, to the restrictions imposed by the general laws of the state.

*g.* A policeman, who shall hold his office during the pleasure of said board, and whose salary shall be fixed and paid by the board of education from the funds raised for its use, and who shall have the same powers as the other policemen of said city and shall perform such duties as said board of education may impose.

*h.* Such other officers, clerks, subordinates and employees as it may deem necessary for the proper discharge of its administrative duties.

6. To fill any vacancies which may occur in any of the offices or positions in this section provided for.

7. To allow the children of persons not resident within the city, to attend any of the schools of said city, under the care and control of said board, upon such terms as said board shall by resolution prescribe, fixing the tuition which shall be paid therefor.

8. Subject to the provisions of law and of this act, to enact rules and regulations for the proper execution of all duties devolved upon said board; its members and committees; for the transaction of all business pertaining to the same; for defining the duties of all its officers, clerks, superintendent, principals, teachers, examiners, subordinates and employees; for regulating the manner of making disbursements from any of the funds appropriated for school purposes; for



the proper execution of all powers vested in it by law and for the promotion of the welfare and best interests of the public schools and public school system of the city in the matters committed to its care.

Sec. 128. The said Board of Education shall fix and regulate, within the proper appropriation of money therefor, the salaries and compensation of each of the persons appointed by it to any office, place or position, pursuant to the powers granted by the preceding section.

Sec. 129. The said Board of Education shall, between the first day of August and the thirtieth day of September, in each year, make and transmit to the state superintendent of public instruction, a report in writing for the state school year ending on the next preceding thirty-first day of July, which report shall be in such form and shall state such facts as the state superintendent and the school laws of the state shall require.

Sec. 129a. It shall be the duty of said board to publish, as hereinafter provided, in one of the daily papers of said city, a report of the final proceedings of said board for the preceding month.

Sec. 130. It shall be the duty of said board to prepare and transmit, within ten days preceding the close of the fiscal year, to the Common Council, correct statements of the receipts and disbursements of money under and in pursuance of provisions of this act during said fiscal year, in which account shall be stated, under appropriate heads:

1. The moneys raised by the Common Council under the provisions of this act.

2. The school moneys received by the city treasurer from the county treasurer or the state.

3. All other moneys received by the city treasurer, subject to the order of the board specifying the same, and the sources thereof.

4. The manner in which said sums of money shall have been expended, specifying the amount paid under each head of expenditure, and whether any part of any such fund remains unexpended.

5. Whether any and what claims or bills against the department, or obligations incurred by said department remain unpaid.

6. The said board shall also at the same time certify to the Common Council the total number of persons registered as pupils in the public schools of said city during the current fiscal year.

Sec. 131. It shall be the duty of said Board of Education to certify on or before the first day of March of each year, to the Common Council, an estimate of the amount of moneys required to maintain the department of education for the current year, specifying in detail the objects thereof, under appropriate heads:

1. For salaries of teachers.

2. For buildings, including purchase of sites.
3. For repairs.
4. For library.
5. For contingent expenses.

Sec. 132. The Common Council shall have power and it shall be its duty, if the said estimate, certified by the Board of Education, as herein provided, shall not exceed in amount a sum equal to twenty-five dollars per capita, based on the total number of persons enrolled as pupils in the public schools in said city, for the year ending on the thirty-first day of December, next preceding the levying of the general city taxes in each year, to appropriate and raise by tax to be levied equally upon the real and personal estate in said city, which shall be liable to taxation for the ordinary city taxes or for the city and county charges, such sum or sums of money, so certified to be necessary for the maintenance of the department of education and to defray the expenses of the said department; but if the total amount of said estimate shall exceed in amount a sum equal to twenty-five dollars per capita, based upon the total number of persons so enrolled as pupils as aforesaid, then the Common Council may in its discretion, appropriate and raise by tax, as herein provided, any sum not greater than the estimate so certified and not less than twenty-five dollars per capita, based on said total number of persons so enrolled as pupils as aforesaid, provided nevertheless that the tax to be levied as aforesaid and collected by virtue of this act shall be collected at the same time and in the same manner as other city taxes, and the Common Council of said city are authorized and directed, when necessary, to raise by loan in anticipation of the taxes, the amount to be raised, collected and levied as aforesaid or any part thereof.

Sec. 133. It shall be the duty of the Common Council within fifteen days after receiving the certificate of the Board of Education hereinbefore required, of the sum necessary or proper to be raised for school purposes, to determine and certify to said Board of Education the amount that will be raised by them for the year commencing on the first day of the preceding January for the purposes mentioned in said certificate. The amount raised for school purposes shall constitute five separate and distinct funds, namely: Teachers' fund, contingent fund, building fund, repair fund and library fund, and in case the said Common Council shall neglect or fail to certify to the Board of Education as above specified, the amount that will be raised by them within thirty days, then the said Common Council shall raise the several amounts embraced in the certificate of the Board of Educa-

tion, as specified therein, which amount shall be subject to the disposal of the Board of Education.

Sec. 134. If the sum appropriated for the department of education, as provided in section one hundred and thirty-three, shall be less than the total amount certified by the said board in said estimate, it shall be the duty of said board, within fifteen days after receiving the certificate of the Common Council of the sum appropriated by said Common Council for the department of education, to apportion the said sum to the teachers' fund, the building fund, the repair fund, the library fund and the contingent fund, and to certify such apportionment to the Common Council; the said apportionment so certified shall constitute the teachers' fund, building fund, repair fund, library fund and contingent fund for the then current year, provided, however, that in such apportionment to such funds, the amount apportioned to any fund shall not exceed the amount originally certified as necessary to be raised for such fund.

Sec. 135. It shall be the duty of said board, in all their expenditures and contracts, to have reference to the amount of moneys which shall be subject to their order during the then current year for the particular expenditure in question, and not to exceed that amount; and they shall apply the moneys raised and received by them for the support of the common schools in said city, in such a manner as shall secure as nearly as may be an equal period of instruction to all the children over five and under twenty-one years of age.

Sec. 136. If before the expiration of the fiscal year, it shall appear that any sum or sums raised by the Common Council for the Board of Education will be inadequate to maintain the department of education to the expiration of such fiscal year, the Common Council shall have power and may, upon application of the Board of Education, borrow on the credit of said city such sum as it may deem necessary to maintain said department of education until the end of such fiscal year, and shall apportion such moneys to the several funds maintained for the benefit of such department.

Sec. 137. All moneys to be raised pursuant to the provisions of this act and all school moneys by law appropriated to or provided for said city, shall be paid to the city treasurer thereof, who, together with the sureties upon his official bond, shall be accountable therefor in the same manner as for other moneys of said city. The said city treasurer shall be liable to the same penalties for any official misconduct in relation to said moneys, as for any similar misconduct in relation to other moneys of said city.

Sec. 138. Whenever the Board of Education shall determine to

build or enlarge a school building, it shall cause plans and specifications to be prepared therefor, and shall submit the same to the Board of Health for approval as to sanitary provision. The Board of Health shall thereupon and within ten days thereafter certify in writing to the Board of Education its approval or disapproval of such plans and specifications, and upon the failure of the Board of Health to so certify, then such plans and specifications shall be deemed to be approved by the Board of Health.

Sec. 139. Whenever such Board of Education shall build, enlarge, repair, furnish or supply any school building or buildings, or publish reports of its proceedings, at an estimated expense of not less than fifty or more than two hundred and fifty dollars, it shall be the duty of the officials having jurisdiction, to procure estimates of such work or supplies from two or more competitors, wherever practicable, and report such estimates to the board for its consideration and action. Whenever such board shall build, enlarge, repair, furnish or supply any school building or buildings, or make any improvements or repairs or purchase any supplies, or publish reports of its proceedings, the cost of which will exceed two hundred and fifty dollars, the board shall proceed as follows:

*a.* Said board shall advertise for bids for the period of two weeks, at least twice in each week, in two newspapers published in the city of Rochester, and which resolution providing for the same shall be entered in full by the clerk on the record of proceedings of said board.

*b.* The bids, duly sealed up, shall be filed with the clerk by twelve o'clock, noon, of the last day, as stated in the advertisement.

*c.* The bids shall be opened at the next meeting of the board and publicly read by the clerk.

*d.* Each bid shall contain the name of every person, firm or corporation interested in the same and shall be accompanied by a sufficient guarantee of some disinterested person, that if the bid is accepted, a contract will be entered into and the performance of it properly secured by bonds duly approved.

*f.* The board may, in its discretion, accept any bids for both labor and material which shall be most advantageous to the city, or it may reject any or all bids, as the interest of the city may require.

Sec. 140. No member of said Board of Education shall, during the period he holds said office, be appointed to, or be competent to hold any office of which the emoluments are paid from the city treasury, or paid by any fees directed to be paid by any act or ordinance of the Board of Education, or be directly or indirectly interested in any contract as principal surety or otherwise, or the furnishing of any mate-

rials or supplies for the city of Rochester, directly or by another person, the expenses or consideration whereof are to be paid under any ordinance, resolution or order of the Board of Education. No member of said board shall vote for the payment of any such bill for materials or supplies after notice that any member of said board is interested therein or in the payment thereof. Any violation of this section shall be deemed a misdemeanor and punishable as such.

Sec. 140a. The said board of commissioners shall be trustees of the school library or libraries in said city, and all the provisions of the law which are now or hereafter may be passed relative to the district school libraries, shall apply to the said commissioners. They shall also be vested with the same discretion as to the disposition of all moneys appropriated by any laws of this state for the purchase of libraries which is therein conferred upon the inhabitants of school districts. It shall be their duty to provide for the safe keeping of the library or libraries.

Sec. 140b. The secretary of the said board shall have charge of the rooms, books, papers, and documents of the board, except such as pertain to the office and duties of the superintendent. He shall perform such duties as may be required of him by the board, its committees or members. He shall have right to administer oaths and take acknowledgments, but without fee. He shall be clerk of the board, and shall keep, or cause to be kept, a record of the proceedings thereof. He shall also keep or cause to be kept a set of records showing the receipts and expenditures separately through each of the different funds of the school board. Said expenditures through each and every fund shall be subdivided so as to show the cost of maintaining each school separately and the supplies used therein. He shall also keep or cause to be kept a series of receipts to be signed by either the principals or janitors certifying to all repairs and improvements made and all supplies received for their respective school buildings and premises. The printed record of said board, or a transcript thereof, certified by the president or clerk, shall be received in all courts as prima facie evidence of the facts therein set forth, and such records, and all the books, accounts, vouchers and papers of said board shall at all times be subject to the inspection of the Common Council and of any committee thereof. He shall also collect and pay into the city treasury monthly all tuition fees.

Sec. 140c. To be eligible to the position of superintendent, an applicant must be a graduate of a college or university recognized by the regents of the state of New York, together with at least ten years' successful experience as a practical educator.

Sec. 140*d*. The superintendent has power and it is his duty to enforce the laws of the state applicable to the public schools of the city of Rochester, and all the rules and regulations of the said Board of Education, except as herein provided. He shall visit the schools of the city as often as he can consistently with his other duties, and inquire into the character of the instruction, management and discipline, and shall advise and encourage the pupils, teachers and officers thereof. He shall prescribe, subject to the rules of the board, and the provisions herein, suitable registers, blanks, forms and regulations for making of all reports and for conducting all necessary business connected with the school system and he shall cause the same, with such information and instructions as he shall deem conducive to the proper organization and government of the schools, to be transmitted to the persons entrusted with the execution of the same. He shall report to the said board, from time to time, as he may be required or as he may deem necessary, a statement of the condition of the schools, and all such matters relating to his office, and such plans and suggestions for the improvement of the schools and for the advancement of public instruction in the city of Rochester as he shall deem expedient. He may appoint and define the duties of such clerks as are authorized by the board. He shall have the recommendation of the number of teachers necessary for each of the several schools. He shall assign supply teachers to duty whenever occasion requires, and may transfer temporarily principals, teachers and pupils from one school to another. It shall be his duty to maintain proper discipline in the management and conduct of the schools, and he may, in his discretion, suspend or expel any pupil guilty of misconduct or insubordination, and may suspend for cause any teacher, principal or employe. He shall immediately report such discipline to the board. It shall be his duty to report to the board inefficiency on the part of principals, teachers or employes. He shall nominate special teachers and supervisors. He shall enforce the compulsory education law and direct truant officers in the discharge of their duties. He shall maintain his office in such buildings as the board may direct, and he shall not be required to perform any duty except such as relates to the educational work of the department.

Sec. 140*e*. A principal, under the general supervision of the superintendent, shall have the direction of the school over which he is placed, shall assign the teachers to their respective grades in the school, and direct them as to methods of instruction and discipline. He may suspend any teacher for a definite time for inefficiency or insubordination. He shall report immediately such suspension, with reasons therefor, to the superintendent.



Sec. 140*f*. It shall be the duty of the supervising architect, subject to the rules and regulations of the said board, to inspect school buildings, prepare plans and specifications for new buildings, annexes and repairs and to supervise the construction thereof.

Sec. 140*g*. A board of examiners is hereby constituted, whose duty it shall be to examine all applicants for positions of principal or teacher in the public schools of Rochester and to prepare an eligible list of such applicants as they may deem qualified, and as hereinafter provided, classified as to position and graded according to scholarship, character and general fitness. Such board of examiners shall consist of the superintendent, together with two persons appointed by the said Board of Education upon nomination of the superintendent. The term of service of the two persons so appointed shall be at the pleasure of the said Board of Education. They shall be paid such compensation for services actually rendered as the said Board of Education shall prescribe. To be eligible to appointment as examiner an applicant must be (*a*) a graduate of a college or university recognized by the regents of the state of New York, and a practical educator, having had at least five years' successful experience in teaching since such graduation; or (*b*) must have a state certificate obtained as a result of an examination held since eighteen hundred and seventy-five, together with at least ten years' successful experience in teaching since obtaining such certificate. No principal or teacher in the public schools of Rochester shall be allowed to serve on the said board of examiners. The said board of examiners shall hold such examinations as the superintendent may prescribe and prepare the said eligible list. The superintendent shall report the said list to the said Board of Education and shall transcribe the same into a book which shall be open to public inspection. Any name placed upon the eligible list shall be entitled to remain thereon without further examination for the period of two years, after which the name shall be dropped from said list and shall not be restored thereto except after a new examination.

Sec. 140*h*. The superintendent shall nominate principals for each school from the first ten names certified by the said board of examiners, as qualified for principalship. But no person shall be appointed to the position of principal of the Free Academy or High School, or of a grammar school, or teacher in the Free Academy or High School who has not had two years' successful experience as a teacher, and who does not possess one of the following qualifications: (*a*) completion of a four years' course in a college or high school recognized by the regents of the state of New York; (*b*) completion of a four years' course in a normal school recognized by the state department of public

instruction; (c) holder of a life certificate of this state granted upon examination. The superintendent and the principal of a school shall constitute a board for the nomination of teachers for such school from the first twenty-five names on said eligible list for teachers; but no person shall be appointed as teacher in a grammar school or kindergarten who is not a graduate of a normal school after a course of study therein of at least two years, or has not pursued a course in pedagogy in a state training school or a city training school for one year. Except that any graduate of the normal course of the Rochester Athenæum and Mechanics Institute after a course of study therein of at least two years may be appointed in any of the schools of said city as teacher of manual training, domestic science, domestic art, or any of the special subjects comprised in said normal course of said institute.

The said Board of Education shall consider such nominations, and upon approval, appoint the persons so nominated.

Sec. 140i. Any principal or teacher who may have been appointed to the same school for three successive years, may, upon the recommendation of the superintendent, be promoted by the said Board of Education to permanent service in said school during good behavior; thereafter, they may be suspended or removed as herein provided, only for cause and after a hearing. Any principal or teacher, before such promotion, shall be eligible to reappointment without certification by the said Board of Examiners.

Sec. 140j. The said Board of Education shall from time to time designate the number of persons having the highest standing upon the said certified lists of qualified principals and teachers respectively, who shall be eligible for temporary appointments as supply principals and teachers. From the number so designated the superintendent shall from time to time assign to duty at the several schools such principals or teachers for temporary service as he may deem the exigencies of such schools to require.

Sec. 140l. Any officer, principal or teacher, in the employ of the said department of education at the time of the passage of this act shall be exempt from the conditions as to qualifications or eligibility imposed by this act.

Sec. 140k. The said Board of Education may suspend any principal or teacher for a definite time, and may for cause remove any officer, principal, teacher or employee; provided, however, that no officer, principal or teacher shall be removed until opportunity for a hearing at a meeting of the board shall have been given. All suspensions by principals shall be subject to review by the superintendent. Suspensions by the superintendent shall be subject to review by the board.



Any person suspended shall not be entitled to salary for time of suspension unless such suspension is revoked by superior authority.

Sec. 141. Said Board of Education shall prepare and report to the Common Council such ordinances and regulations as may be necessary or proper for the protection, safe-keeping and preservation of the schoolhouses, lots and sites, and appurtenances, and all the property belonging to the city connected with or appertaining to the schools, and to suggest proper penalties for the violation of such ordinances and regulations.

Sec. 141a. The Common Council of the said city shall have the power to pass such ordinances and regulations as the said Board of Education may report as necessary or proper for the protection, safe-keeping, care and preservation of the schoolhouses, lots, sites, appurtenances and appendages, libraries, and all necessary property belonging to or connected with the schools in said city, and to impose proper penalties for the violation thereof, subject to the restrictions and limitations contained in this charter; and all such penalties shall be collected in the same manner that the penalties for the violation of city ordinances are by law collected, and when collected shall be paid to the treasurer of the city and be subject to the order of the Board of Education, in the same manner as other moneys raised pursuant to this charter.

Sec. 141b. The Common Council of said city may, upon the recommendation of the Board of Education hereinafter mentioned, sell any of the schoolhouses, lots or sites, or any other school property now or hereafter belonging to said city, upon such terms as the said Common Council may deem reasonable. The proceeds of such sale shall be paid to the treasurer of the city and shall be by the said Common Council again expended in the purchase, repairs or improvements of other schoolhouses, lots, sites or school furniture, apparatus or appurtenances.

Sec. 141c. The Common Council may investigate any and all charges, claims or proceedings of or made against the said Board of Education, its officers and employees, or in any way relating to said public schools of said city, and have all the powers and authority which are conferred by law upon any committee or board which is authorized to send for persons and papers.

Sec. 141d. The title to all property, real or personal, now held by the city of Rochester for school or educational purposes, or which may be hereafter acquired for such purposes, and the title to all property, real or personal, purchased for like purposes with any school moneys, whether derived from the issue of bonds or raised by taxation,

shall be vested in the city of Rochester. The said city of Rochester shall have power to take and hold any property, real or personal, devised, bequeathed or otherwise transmitted to it for the purpose of education in said city. All actions affecting any such property shall, however, be brought by or against said Board of Education in its corporate capacity.

Sec. 141c. The public schools shall be free to all children between the ages of five and twenty-one years residing in the city, and all evening schools shall be free to all persons over five years of age.

Sec. 141f. No order shall be drawn for payment of any bills or claims against the said department until the same has been approved by the comptroller.

## ARTICLE I.

### DUTIES OF PRESIDENT.

The President shall appoint all committees; sign all contracts, leases, warrants, checks, and documents authorized by the Board; shall enforce the laws, rules, and regulations governing the department and conduct of the public schools. He may conduct or authorize an examination of all books, records, accounts, documents, and contracts, and of the official conduct of any committee, officer, teacher, or employe.

He shall, at the last meeting in December, present an annual report, which shall be entered upon the minutes and be incorporated with that of the Superintendent in the annual report of the Board of Education.

### OTHER OFFICERS.

The duties of the secretary of the Board and of the superintendent of schools are prescribed by law.

## ARTICLE II.

Meetings of the Board are Prescribed by Law.

## ARTICLE III.

### GENERAL REGULATIONS—SCHOOL SYSTEM.

The public schools of the city of Rochester shall consist of the following schools: grammar schools, primary schools, high schools, normal training school, truant school, evening schools.

Schools containing all grades, first to eighth inclusive, shall be denominated grammar schools.

Schools containing less than eight grades shall be denominated primary schools. A kindergarten department may be included in either a grammar or primary school.

The first, second, third and fourth grades shall constitute the primary department; the fifth and sixth grades shall constitute the intermediate department; the seventh and eighth grades shall constitute the grammar department; the number of each grade representing that year of school in the course of study.

The High Schools shall include four grades, the ninth, tenth, eleventh and twelfth.

The Normal Training School shall consist of the following departments: Normal, Kindergarten, and shall include two grades, the thirteenth and the fourteenth.

The Evening Schools shall furnish instruction in such subjects as the Board may from time to time determine.

#### DUTIES OF PRINCIPALS.

The Principals, under the general supervision and direction of the Superintendent, shall have the immediate charge and direction of the schools to which they have been appointed, and are vested with the responsibility and authority to carry into effect the rules and regulations of the Board of Education.

They shall not allow the pupils to appear in or about the school premises earlier than thirty minutes before the commencement of the school, and shall see to it that they do not annoy the residents of the vicinity of the school, and shall have jurisdiction over the conduct of children going to and returning home from school.

They shall assign the teachers to their respective grades or departments and classes, and advise and direct them as to methods of instruction and government. They shall keep a record of visits of supervisors.

They shall require both teachers and pupils to be regular and punctual in attendance, courteous, and attentive to duty.

They shall attend to all cases of special discipline, and for the purpose of maintaining proper discipline, they may, if necessary, suspend for a definite time an insubordinate pupil. They shall keep a record of such suspension, with reasons therefor, which shall be transmitted to the Superintendent.

They shall, within ten days after the beginning of each semester,

transmit to the Superintendent a list of the names and addresses, by street and number, of the teachers employed in their schools.

They shall have charge, and be responsible for, their respective school buildings, the furniture, books, apparatus, and supplies contained therein; and the grounds, fences, trees, shrubbery belonging thereto. They shall require that the school buildings be kept properly cleaned, warmed and ventilated.

They shall receive all applicants for admission to the schools, and shall classify and promote them according to their qualifications and attainments.

They shall give personal attention to the protection, health and comfort of the teachers and pupils in the school buildings, and on the school grounds.

They shall require all pupils to furnish themselves with the necessary books in conformity with the rules of the Board, and no pupil shall be allowed to retain a place in the school for a longer period than one week, unless so provided; but should the parents or guardians of the pupils in any school present satisfactory proof, by affidavit, of their inability to furnish their children with the required school books, the principal shall send a written order to the Secretary, with the reasons assigned, specifying the books needed. These books shall be only lent to indigent pupils, to be returned to the principal at or before the close of the year, or whenever the pupil shall leave the school, and a correct list of all such books shall be preserved by the principal.

They shall report in writing, each month, to the Superintendent, the names of all non-resident pupils attending their respective schools, together with the amounts paid by each of said pupils for tuition, and said principals are required to pay to the Secretary, as soon as received, the sums received by them for such tuition.

They shall devote some portion of each day to visiting the various departments of the school for the purpose of supervising and directing the labors of the teachers, and ascertaining whether all the records of the school are regularly and accurately kept, the pupils properly classified, and their parents or guardians duly notified of the absence of their children, when the cause of such absence is unknown or not satisfactory.

They shall devote such time to class instruction as may be directed by the Superintendent.

Corporal punishment is allowed in extreme cases, though principals are advised not to inflict it except under compulsion of absolute necessity. A witness must be present, and each instance must be reported to the Superintendent of Schools without delay.

They shall prepare and conduct such reviews and examinations as may be provided in the course of study, or may be required by the Superintendent.

They shall keep a record of all the promotions made at all times in their respective schools, showing the age and standing of each pupil promoted, which record shall, at all times, be open to the inspection of the Superintendent, members of the Board, parents or guardians, and, when called for, shall be sent to the office of the Superintendent.

Principals may, in their discretion, at any time reclassify such pupils as may be unable to take the course of study as prescribed, and may advance such pupils as may be able to take the prescribed course of study more rapidly than provided for the respective grades.

They shall be present at the schools where they are employed at least thirty minutes before the time specified for commencing the schools, both morning and afternoon, and shall personally superintend the opening and closing of each school session.

They shall frequently, and at irregular intervals, not exceeding one week, carry into effect, in their respective schools, the following instructions respecting fire drills: Every precaution must be used to allow free egress from the building, and one or more pupils must be instructed to open, upon a given signal, all outside doors. The word F-I-R-E be made by striking the bells or gong four times, upon which all pupils shall form, either in rooms or hall, as shall be determined by each principal, and remain in position until ordered out or sent back. One stroke of the gong shall signify false alarm, whereupon pupils will return to their desks. Two strokes of the gong will notify pupils to immediately pass out of the building, in lines, without waiting for wraps. Any pupil refusing to obey these signals shall be suspended. The fire signals shall be distinct from all others, and used only for fire-drill purposes. The signals and drills shall be as nearly uniform in all the buildings as the construction of the same will permit.

They shall cause written programmes of the daily exercises of the several grades to be placed in some conspicuous place in the school rooms.

They shall transmit to the Superintendent, at the close of every school month, and of each school year, full reports, according to blanks furnished them, with such additional information as the Board or the Superintendent may, from time to time, require, or as they may think important to communicate.

The principals may make such special regulations for their schools, teachers, and pupils, not conflicting with the general regulations, as

they deem necessary to secure good discipline, proper deportment, and thorough scholarship.

The decisions of principals relative to discipline, classification, and promotion, shall be subject to review by the Superintendent.

#### DUTIES OF TEACHERS.

Any principal or teacher who may wish a leave of absence for one or more days, must secure such leave from the Superintendent, or, in his absence, from the principal of the school. In case of enforced absence, immediate notice must be sent to the Superintendent's office.

All teachers in the public schools are required to acquaint themselves with the rules and regulations of the Board, and the directions of the Superintendent and principal, in relations to the management and discipline of their respective departments, and to carry them into full effect.

They shall report to the principals at their respective school houses at least twenty minutes before the time specified for commencing school in the morning and afternoon. They shall record the time of arrival at the school building, both morning and afternoon, at the time of such arrival.

They shall take care that the school building, furniture, apparatus, maps, books of reference, and books loaned to indigent pupils, be not defaced or injured; and they shall, immediately upon the discovery of any injury to school property, report the same to the principal.

It shall be the duty of all teachers to exercise a careful supervision over their pupils while in the school rooms, about the school premises, and going to and from school. They shall report to the principal any improper conduct. Teachers shall pay strict attention to the habits and morals of pupils. They shall have special regard to proper attitudes, sitting and standing, deferential and courteous manners, and in no case allow the use of profane or improper language.

Corporal punishment must never be inflicted by the teacher, but by the principal alone.

Teachers having in their department indigent pupils, not provided with text-books, shall report such to the principal.

Each teacher shall give a correct and faithful record at the end of each month, to the principal, of the number of days taught, the number of times punctual, and the amount of time lost by absence, which report the principal shall forward, with the record of his own time, to the Secretary of the Board.

The teachers in each department may be allowed to visit other public schools in the discretion of the Superintendent.

When duly notified, all teachers shall attend institutes or classes for instruction.

No teacher in the public schools shall tutor or assist any pupil of his school except with the consent of the principal, in which case no compensation shall be charged.

#### SUPERVISORS.

Supervisors, except as herein provided, shall, under the immediate direction of the Superintendent, have a general supervision of the instruction in their respective departments. They shall give instruction to teachers by lectures, by model or illustrative teaching, by general or personal suggestion and criticism. They shall visit the schools systematically, and shall report to the principals, who shall make a record of the same. They shall report to the principal upon the character of the instruction given in their respective departments, with criticisms and suggestions as exigencies may require. They shall report to the Superintendent upon the general condition of the schools as regards departmental instruction.

#### SPECIAL TEACHERS.

Special teachers shall be employed for work in certain branches only, and they shall, under the direction of the Superintendent, devote their whole time to the work of their respective departments. They shall give instruction at such schools and at such times as may be determined by the Superintendent under the direction of the Board. They shall report to and co-operate with the principals as regards their work in the respective schools. They shall report to the Superintendent, as often as he may require, as to the character of the work accomplished under their instruction, together with such suggestions as to the general management of their respective departments as they may deem the interests of the schools to require.

#### PUPILS.

All pupils shall be classified according to their attainments, and enter such department or class, and pursue the studies in such order as the principals shall direct, in conformity with the rules of the Board and course of study.

Any person of school age who shall have taken a temporary residence in the city for the purpose of attending school, or a minor or ward whose parent or guardian resides out of the city of Rochester, shall be considered a non-resident. A non-resident must obtain from



the Superintendent a school permit, which shall designate the school in which attendance is permitted.

No resident pupil shall be allowed to attend the public school in a district other than that in which he resides, without the written permit of the Superintendent of schools. All permits shall expire at the end of each school year, unless sooner revoked or rescinded. Resident pupils of each district must be first provided with proper room before others are admitted. District permits may be revoked for cause by the Superintendent and he may transfer, for cause, pupils from one district to another. Whenever a pupil attends a school under a district permit, he shall not be transferred to another school without written consent of the Superintendent.

Any pupil about to remove to another district shall notify the principal, and obtain a certificate of transfer showing the grade of scholarship and a record of attendance, and principals are hereby required to reject such applicants until they have complied with the provisions of this rule. This rule shall apply to all transfers from one public school to another.

All pupils who are irregular, tardy, disorderly, indolent or inattentive may be suspended, and all pupils who, by reason of irregularity, tardiness, indolence or inattention, have fallen behind in their classes, may be placed in the grade or class below.

A pupil absent eight half-days, whenever accumulating, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that his absence was caused by his own sickness, sickness in the family, or some urgent necessity, shall forfeit his seat in the school; and the principal shall forthwith notify the parent and the Superintendent that the pupil is suspended. No pupil thus suspended shall be restored to the school until the parent or guardian has given satisfactory assurance that the pupil will be regular in attendance in the future, and has obtained permission from the principal for such pupil to return. Parents shall be notified by teacher, in writing, of absence of pupil before suspension.

No mere statement that the parent has kept the pupil at home shall be accepted by the teacher as an excuse for absence; and, unless it shall appear that the pupil has been detained by sickness, or some other urgent reason, which would render attendance impossible, or which would cause a serious and imprudent exposure of health, the excuse shall not be deemed satisfactory.

All pupils are required to conform to the regulations of the school, and obey promptly all directions of the teacher; to observe good order and propriety of deportment.



For open disobedience, improper conduct, vicious habits, insubordination, tardiness, truancy, or conduct forbidden by any of these school regulations, any pupil may be suspended by the principal or expelled by the Superintendent, immediate notice of which suspension or expulsion shall be given to the parent or guardian, and Superintendent. Such pupil shall only be re-admitted by the principal or Superintendent in case of suspension, and by the Superintendent in case of expulsion.

Pupils guilty of defacing or injuring any of the school property shall pay in full for all damages, and, in default of such payment, shall be suspended from the school, and be readmitted only by permission of the Superintendent.

Any pupil who shall come to school not properly prepared as to dress, cleanliness, and personal appearance, shall be sent home to be put in proper order for school.

Pupils shall not be permitted to assemble about the school buildings at an unreasonable time before the commencement of school or remain about school premises after being dismissed.

## ARTICLE IV.

### GENERAL RULES FOR SCHOOLS.

There shall be such reviews and examinations in each semester as the Superintendent may prescribe.

The school year shall be divided into two semesters; the first shall commence the second Monday of September, each year, and continue until the last Friday in January; the second shall commence on Monday next following the close of the first, and shall continue so long as may be necessary to complete the school year as fixed by the Board of Education.

Special individual conditional promotions to the class next higher shall be made whenever, in the judgment of the teacher and principal, the pupil is qualified to do the more advanced work and would be benefited by such promotion.

At the end of each semester a report of the work of each pupil during the semester shall be sent to his parents or guardian. Such report shall contain the record of the pupil's work in each subject by months, and in cases of failure to promote, the reason of such failure shall be clearly set forth.

Whenever it is clear, from the weekly records of the pupils, that the work done, if continued, will not warrant promotion, it shall be the duty of the teachers to communicate with the parents, and endeavor, if

possible, to secure their co-operation in improving the work of the pupils.

Pupils having been promoted from one class to the class next higher, who for two consecutive months fail to maintain a satisfactory standard, shall be returned to the grade from which they were advanced, if in the opinion of the principal and Superintendent of schools such failure is due to insufficient preparation for the work of the higher grade.

#### GRADATION AND PROMOTION.

For the purposes of gradation and promotion, the school year shall be divided into two semesters. In each grade there shall be two classes designated respectively the A and B classes—the A class being the more advanced. All promotions shall be made to the class next higher.

In grades one, two and three, classes may be promoted at any time by the principal of the school, with the consent of the Superintendent of schools, upon the advice of the teachers in charge, supplemented by such oral examinations as the Superintendent and principal shall deem advisable.

In all grades, from the fourth to the twelfth, inclusive, at the end of each week teachers shall prepare, on blanks furnished for the purpose, an estimate of the work of each student during the week. These estimates shall represent the judgment of the teachers upon the ability and industry displayed by the pupils in the various subjects pursued. They shall be recorded by the use of the letters A, B, C. B being the passing mark; C indicating failure, and A being given only in cases of especial merit.

At frequent irregular intervals, brief examinations or written reviews of various sorts shall be given the pupils in their respective classes, and a record of the results obtained in each case shall be kept by the teachers. Questions for at least one examination in each semester shall be furnished or specially authorized by the Superintendent of schools. The results of these examinations shall not be the basis for promotion, but shall be used and considered by the teacher as a guide and critique of his own work, and as one means for determining the character of the work of the students.

At the end of each month a report shall be sent to the parent or guardian of every pupil, giving the average of the weekly estimates taken from the teachers' record modified by the average results of any written tests given during the month. Each of these reports, signed the parent or guardian, shall be returned to the teacher.

At the end of each semester, the teacher and principal together shall examine the record of each pupil, both as to weekly estimates and

tests or examinations given during the term, taking into consideration all circumstances so far as known, affecting the work of the pupil.

All pupils whose work has been found upon the whole satisfactory and all who have given evidence that they are qualified to do the work of the succeeding grade, shall be promoted. Those whose work has been found to be in the main unsatisfactory and those who have not given satisfactory evidence of ability to do the work of the succeeding grade, shall not be promoted, provided that in the case of exceptional pupils, conditional promotions for a definite time may be made.

The morning session of all the public schools shall commence at nine o'clock and close at 11:45. The afternoon session shall commence at 1:30 o'clock and close at 3:45. Dismissals and all preparations therefore shall be made not earlier than five minutes previous to said hours herein specified. The morning session for Second and Third Grade shall be 9 to 11:30, and the afternoon session shall be 1:30 to 3:30. Pupils of the Kindergartens and First Grade shall attend school but one-half day each; certain classes reporting in the morning and others in the afternoon, as determined by the teachers. The hours for these grades shall be in the morning from 9 to 11:30, in the afternoon from 1:30 to 3:30.

Regents examinations for preliminary certificates may be taken at such time and under such conditions as may be prescribed by the principals of the respective schools, under the direction of the Superintendent.

Pupils may be detained after the close of the afternoon session, not to exceed one hour for the time lost by tardiness, or for misconduct during school hours. When thus detained they shall be subject to the same regulations as in school hours. No pupil shall be detained in school for study or punishment during any part of the noon intermission or recreation time.

No study tasks shall be imposed upon pupils as a punishment.

No use whatever shall be made of any school house other than for the purposes of the school, without the consent of the Board.

No person shall be permitted to solicit subscriptions for any paper, book, publication, or other article, or canvass for the sale or manufacture of any article or tickets, within the school buildings or the school grounds at any time, and no subscription, for any purpose whatever, shall be introduced in any public school, and no advertisement shall be read to the pupils of any schools, or distributed among them, or posted upon the walls of any school building or fences of the same, and no collection or contribution shall be allowed to be taken or tickets sold, for any purpose not connected with the purposes of the school. No

advertising matter, circulars, announcements, posters, or cards shall be left or distributed within any of the school buildings or grounds for any purpose. Lists of the names or addresses of teachers or pupils must not be furnished by any employee of the Board to any person for use in circulating, canvassing, or distributing advertising matter. Every employee will be held to a rigid enforcement of this rule.

No principal or teacher or other employee in the public schools shall be allowed to sell any book, stationery, pens, pencils, slates, or other articles used in schools by the pupils.

Teachers of classes dismissed before 11:45 and 3:45 o'clock shall perform such duties during remainder of school hours as the principal may direct.

All rules of the Board of Health in regard to infectious and contagious diseases shall be strictly enforced.

#### OBSERVANCE OF WASHINGTON'S BIRTHDAY.

The several public schools of the city of Rochester shall annually hereafter suitably observe the celebration of Washington's birth-day by public exercises of patriotic character in each school, preceding the convention exercises hereinafter provided for.

All the pupils of the highest grade in each school shall be invited to attend the convention of school pupils held for the public observance of such annual exercises, which observance shall occur on the twenty-second day of February, or if that date should occur on Sunday in any year, then on such other day as shall be designated by this Board for that purpose. Such pupils shall constitute a guard of honor to standard bearers, and shall attend as entire delegations and attended by teachers.

A standard bearer shall each year be selected by the principal of each public school from the pupils of the highest grade of that school, and from the graduating class of the High Schools, based upon the highest attainment in scholarship and deportment that year, whose duty it shall be to receive at such convention of delegates the United States flag presented to such school by members of the George H. Thomas Post, No. 4, G. A. R., from the standard bearer preceding him; to have the custody, during the year following his appointment, of the flag, and transmit the same to his successor. Said flag shall remain at the respective public school during the year and be displayed in public only upon national holidays or other important public occasions. They shall be suitably boxed and preserved and formally transferred each year, as above provided, at said annual convention of dele-

ping thereon. In default of this precaution against accident, each janitor offending shall be responsible to the Board for any injury caused by such neglect.

6. They shall personally see that all the windows, shutters, doors, and gates are securely fastened when the schools are not in session; shall promptly make such repairs as they are able to make, and report to the principal all other repairs necessary. They shall do all other work properly belonging to janitors, including washing and filling ink-wells, and washing dishes used in kindergarten; fasten or remove seats, desks, or benches to the floor when required; glaze windows when necessary, and assist in maintaining order upon the school grounds.

7. No janitor shall allow any pupil to assist him in his work unless such pupil be a member of his own family. Nor shall any janitor employ help or permit around school buildings any person whose presence shall be detrimental to the school or obnoxious to the principal.

8. They shall endeavor to secure a uniform temperature in their school buildings of from 68 to 70 degrees Fahrenheit as nearly as may be, and in no case to allow a temperature above 70 degrees, and shall use all proper means to avoid injurious extremes of heat and cold.

9. Janitors shall not be absent from their respective school buildings under any circumstances, during hours when school is in session, without permission from the principal in each instance. They shall have the exclusive control of the heating apparatus, under the direction of the principal, and shall be held responsible to the Board for any damage to the same resulting from carelessness or neglect.

10. They shall report promptly any defect in the steam heating apparatus or fixtures under their respective charge, to the principal, and to the office of the Secretary, who shall cause necessary repairs to be made, as provided by the Board.

11. In school buildings heated by stoves or furnaces, the janitors shall make and regulate the fires; supply coal for the stoves as directed by the principal or teacher, and when fuel is necessary to be supplied they shall promptly notify the principal of the fact, who must thereupon issue a written order to the Secretary, for such fuel as may be needed.

12. They shall promptly screen or sift the ashes, separating therefrom the cinders, which latter they must use for fuel as occasion requires. The ashes shall be disposed of as the Board may determine.

13. They shall, during school vacations, be personally in attendance each day in and around their respective school buildings, and shall use all possible vigilance to preserve the property under their

care from injury. They shall receive and receipt,, under the direction of the principal, for fuel delivered at any time, and see that the same is properly placed in the cellars of their respective school buildings. In no case shall they receive or receipt for any fuel without first personally inspecting the same and requiring full weight or measure so receipted for to be then delivered.

14. During each summer vacation they shall securely lock up all books, pencils, drawing materials, and other property used by pupils or teachers and left in the building for safety.

15. The janitors shall properly care for the school grounds, and shall perform such other school duties as may be directed by the principals or Board of Education.

16. They shall be courteous and respectful to pupils, teachers, and visitors, and shall not smoke inside their respective buildings.

#### SALARIES.

Experience gained elsewhere than in the public schools of this city shall be allowed at one-half time for the purpose of fixing salaries or dating an increase, except in cases where a larger allowance is recommended by the Board of Examiners and approved by the Board of Education.

Experience gained in supply teaching in this city or in the evening schools of this city, may be allowed in fixing salaries or dating an increase, provided there has been at least six weeks of consecutive teaching.

In case of the absence of any supervisor, principal or teacher, after the beginning of the school year and without special permission of the Board, deduction of salary for such absence will be made as follows for fifteen consecutive school days, after which time the entire salary will be disallowed:

For absence of Supervisors.....	\$3.00 per day.
“ “ “ Principals .....	\$3.00 “ “
“ “ “ Special teachers .....	\$3.00 “ “
“ “ “ High School teachers .....	\$3.00 “ “
“ “ “ Grade and kindergarten teachers.	\$2.00 “ “
“ “ “ Manual Training teachers .....	\$2.00 “ “

No allowance of salary will be made for absence occurring at the beginning of the school year.

In case of the absence of any supervisor, principal or teacher on account of a death in the immediate family, three full days' allowance will be made to the absentee, provided such absence covers school days.

The salary of a principal of a primary school shall be established at the rate of \$650 during the first year of employment, and thereafter the salary may be increased at the discretion of the Board until said principal's salary shall have reached the maximum limit of \$1,000.

The salaries of all supervisors, principals of grammar schools, high school teachers, and special teachers, shall be fixed and increased at the discretion of the Board, the amount being dependent upon training, experience, size of school, responsibility of the position, success in the work, etc.

The salaries of assistant teachers, with the exception of the principal's assistant, shall be fixed at \$40 per school month.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
East High	Lots 170, 171, 172, 173, 174 and pt. 175 in Champney Tract and pt. Lot 5 in Boody Tract. Dimensions, 355' x 378'. Located in the Sixth Ward, East side Alexander St., between Main St. E. and University Ave.	Warranty deed for Lot 175, dated May 8, 1901, recorded same date, Liber 642, page 116. Lots 171, 172, 173, 174 dated May 20, and recorded May 21, 1901, Liber 643, page 241. Pt. Lot 170 dated and recorded as follows: July 1, 1901, recorded same date, Liber 642, page 256. May 20, 1901, recorded May 21, 1901, Liber 643, page 241. June 24, and recorded June 26, 1901, Liber 643, page 208. Aug. 9, recorded Sept. 5, 1901, Liber 643, page 241. All the above recorded in the Monroe County Clerk's office.	\$37,896.15 1,625.00* \$36,271.15 *Less amount received for houses on site when purchased.	\$277,055.19	\$313,326.34	Land, \$37,825.00 Bldg., 250,000.00

REMARKS.—This building was erected in 1901 and 1902 and consists of a three story brick building, with slate roof, a large assembly hall, and 57 recitation and other rooms, not including the basement. Heated and ventilated by the Sturtevant system. In the basement there is a fully equipped lunch room, which accommodates 1,200 pupils and teachers daily, during school days.



NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
West High	Lot e. m. No. 11 of the Genesee St. Co-Operative Ass'n Tract. Dimen- sions, 559' x 610'. Location, West side Genesee St., opposite Flint St.	Executors' deed, dated Dec. 26, 1902, recorded in the Monroe County Clerk's office, Jan. 5, 1903, Liber 664, page 430.	\$30,000.00	See remarks.		Land, Bldg.,

REMARKS.—In Dec., 1902, land was purchased costing \$30,000.00, and in 1903 a building was commenced, which, when completed, will be substantially the same as the East High School. The following contracts have since been let:—Stone and brick work, contract let Sept. 12, 1903, for \$205,000.00. Contract for interior woodwork and painting, let Apr. 16, 1904, for \$58,239 00. Plumbing, heating and ventilating, let July 2, 1904, for \$44,500 00. Electric light wiring, etc., let Jan. 30, 1905, for \$6,400.00. Electric switch boards, let Feb. 24, 1905, for \$797.00. Telephone system, let Feb. 24, 1905, for \$1,193.00. Laboratory tables, let Mar. 6, 1905, for \$11,788.00. Gymnasium apparatus, let Apr. 3, 1905, for \$1,903.05. Cooking apparatus, let Apr. 3, 1905, for \$1,441.00. On these contracts there has been paid \$271,147.23 to May 1, 1905. The building is to be completed and ready for occupancy for the opening of school in Sept., 1905.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Public School No. 1	Dimensions of lot facing North Ave., 100' x 100'. Lot in rear 100' x 170'.	Deed for lot 100' x 170' dated Nov. 17, 1892, recorded May 17, 1893, in Monroe County Clerk's office.	Lot in rear, \$1,000.00. Original lot was donated.	\$6,000.00	\$7,000.00	Land, Bldg.,

REMARKS.—Original building was erected in 1884 at a cost of \$6,000.00, and is a two story brick building with slate roof, containing 5 rooms. Heated by hot air. Has out door water closets. The school was formerly known as District No. 2 of the Town of Brighton, and until the annexation of part of said town to the City of Rochester, April 5, 1905, at which time the school came under the supervision of the Board of Education and the property of said city.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Madison Park No. 2	Lots 6 and 7, section C, Busk & King Tract. Dimensions, 67'x125'. Location, 11th Ward, on King St, Staud St. and Robinson Alley.	Warranty deed dated Oct. 27, 1842, recorded in Monroe County Clerk's office Oct. 29, 1842, Liber 29. page 14.	\$500.00	1873, \$6,080.00 1901, 933.23 \$7,013.23	\$7,513.23	Land, \$2,000.00 Bldg., 9,000.00

REMARKS.—Original building was erected in 1843. A new building was erected later and remodeled in 1868. The present building was erected in 1873 and 1874 at a cost of \$6,080.00. In 1901 the new closet system was installed at a cost of \$933 23. The present building is a two story brick, with slate roof, 64 ½' x 40', contains 7 rooms. Heating system, hot air, with Beekman Water Closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Tremont No. 3	Lots E. 40, W. 41, 47, 85, E. 86, Caledonia Tract. Dimensions 135' x 105'. Location Third Ward, Tremont and Edin- burgh Street, near Plymouth Ave.	Warranty deed, Lots 47 and 85, dated Oct. 29, 1838, recorded Nov. 3, 1838, Liber 45, page 160, and Lots E. 40, W. 41, E. 86, dated May 24, 1872, recorded June 15, 1872, Liber 256, page 66. Both recorded in Monroe County Clerk's office.	\$8,400.00	1893, \$30,000.00	\$38,400.00	Land, \$10,000.00 Bldg., 40,000.00

REMARKS.—Original building was erected prior to 1842 at a cost of \$3,000.00. 4 rooms were added in 1877 costing \$5,500.00. The building was remodeled in 1882 at a cost of \$4,328.00. The building was entirely rebuilt in 1893, costing \$30,000.00. Present building is a two story brick, with slate roof, 60½' x 85', and contains 21 rooms. Heating system, direct and indirect steam, and flush water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Genesee	Lots 37, 38, 39, 40, Section F, Thurber Tract, and Lots 120, 121 Bennett Tract. Dimensions 114'x270'. Located in the 11th Ward, corner Jeffer-son Ave. and Penn St	Lots 37, 38, 39 and 40, dated Nov. 1, 1856, recorded in Monroe County Clerk's office, Apr. 9, 1857, Liber 137, page 515. Lots 120 and 121, dated Aug. 1, 1876, recorded Aug. 10, 1876, Liber 297, page 14.	\$2,600.00	1874, \$22,500.00 13,000.00 \$35,500.00	\$38,100.00	Land, \$4,000.00 Bldg., 30,000.00

REMARKS.—Original building was erected in 1842 at a cost of \$2,300.00, A new two story brick building was commenced in 1857 and finished in 1860. This building was burned in 1873, and was rebuilt the following year, costing \$22,500.00. Since 1877 about \$13,109.00 has been expended on additions to the building and for the installation of a steam heating and ventilating system in 1883. The present building is a three story brick, with slate roof, 57' x 81', contains 20 rooms and is heated by steam, direct and indirect, and Genesee water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Central	Lots 11, 13, 14, 15, Section P, Frank- fort Tract. Di- mensions 33' x 100'. Second Ward, Dean, Frank and Jones Sts.	Warranty deed, dated June 14, 1875, recorded June 22, 1875, Liber 288, pages 18, 19, 20, 21, in Monroe County Clerk's office.	Lot 14, \$4,400.00 " 15, 3,800.00 " 11, 2,600.00 " 13, 2,000.00 ----- \$12,800.00	1875, \$18,000.00	\$30,800.00	Land, \$6,500.00 Bldg., 15,000.00

REMARKS.—The original building was a stone structure located in Brown's Square, erected in 1842, costing \$5,400.00. It was improved in 1865. The present three story, tin roof, brick building, containing 11 rooms, was erected in 1875 at a cost of \$18,000.00. Heating and ventilating system, the Smead & Northcott. Also Smead & Northcott dry closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Franklin	Lots 1, 2, 3, 4, 5, 8, 9, 10, 11 and W. Pt. 12 in Booth Tract. Dimensions 190'x 245'. Located in the Ninth Ward on Costar and Montrose Sts., near Frank.	Warranty deed, dated and recorded Mar. 26, 1901, in the Monroe County Clerk's office, Liber 638, page 142.	\$12,000.00	\$55,500.00	\$67,500.00	Land, \$12,000.00 Bldg., 55,000.00

REMARKS.—The present two story brick building was erected in 1901, and contains 20 rooms, with assembly hall. 17 rooms finished at a cost of \$55,500.00. Has modern plumbing, slate roof, is heated by steam and ventilated by the Sturtevant system, with flush water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Lake View	Lots Pts. 22, 23, 24, 25, Lakeview Tract. Dimensions 250' x 300'. Loca- tion, Tenth Ward, Pierepont Avenue, Bryan and Kissing- bury Sts.	Warranty deed for Lots Pts. 22, 23, 24, 25, dated Sept. 12, 1901, and re- corded Sept. 30, 1901, Liber 649, page 42. Also a strip of land, under Executors' deed, dated Sept. 23, 1901, and recorded Sept. 30, 1901, Liber 649, page 42. Both re- corded in the Mon- roe County Clerk's office.	\$7,000 00 *1,500.00 *Extra land	\$56,000.00	\$64,500.00	Land, \$8,500.00 Bldg., 36,000.00

REMARKS.--A 17 room. two story brick building, with assembly hall and slate roof, was erected in 1902 at a cost of \$56,000.00. Has modern plumbing and is heated by steam and ventilated by the Sturtevant system, and flush water closet system. The original building was erected in 1859 and was located on Lake Ave.



NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Carthage	Lots 173, 174, 175, 176, Huntington Tract. Dimensions 164' x 124'. Loca- tion, Conkey Ave. and Ave. B.	Warranty deed, Lots 173, 174, 175, dated June 12, 1891, recorded June 27, 1891, Liber 496, page 82. Lot 176, dated June 26, 1899, recorded July 19, 1899, Liber 607, page 484. Both re- corded in the Mon- roe County Clerk's office.	\$5,600.00	1894, \$14,395.25 1900, 24,677.00 ----- \$39,072.25	\$44,672.25	Land, \$4,000 00 Bldg, 25,000 00

REMARKS.—Original school was held in a frame building erected about 1835. Cost \$3,000.00. A new building was erected on St. Paul St. in 1855, and the building on the present lot was erected in 1894, at a cost of \$14,395.25, and additions were made in 1900 costing \$24,677.00. The present building is a two story brick, contains 16 rooms. Equipped with the Sturtevant system of heating and ventilating. Syphon water closet system. The roof on the new part is slate while the old part is shingle.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Andrews	Pt. Lot 31, Mc-Donald's Subdivision, and Lot 42, being part of the Sub'n Lot No. 31, 1842, Liber 56, page both subdivisions being parts of the original Gorham Tract. Dimensions 269' x 114'. Location, Joseph Ave. and Baden St	Warranty deed, Pt. of Lot 31, dated Dec. 25, 1841, recorded Jan. 11, 1842, Liber 56, page 349. Lot 42, dated Sept 17, 1852, recorded Dec. 15, 1852, Liber 107, page 96. Both recorded in the Monroe County Clerk's office.	Lot 31, \$200.00 " 42, 500.00 — \$700.00	1860, \$13,670.00 1881, 12,000.00 1896, 18,000.00 1894, 1,530.00 1897, 1,500.00 — \$46,700.00	\$47,400.00	Land, \$4,500.00 Bldg., 18,000.00

REMARKS.—The original building was erected in 1841 at a cost of \$1,500.00. A beginning of what is now the present building was erected in 1860. In that year \$13,670.00 was spent on the earliest constructed part of the present building. An addition was made in 1881 costing \$12,000.00, and another in 1896 at a cost of \$18,000.00, and one in 1894 costing \$1,530.00. The building was equipped with a new ventilating apparatus in 1897, cost \$1,500.00. The present building is a two story brick, with slate roof. Contains 24 rooms. Heating system, direct and indirect radiation, with syphon jet water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Eugene Field	Lots 26, 23, and S. 22, of the Frank Dimen- lin Tract. Dimensions 133' x 165'. Location, West page 3 2. Lot 23, side Chatham St., dated June 22, 1891, between Cumber-recorded July 7, land and Central 1891, Liber 491, Ave. page 377 S 22, dated June 22, 1891, recorded Nov 9, 1891, Liber 454, page 470, also S 22, dated April 19, 1892, recorded June 20, 1895, Liber 535, page 297. All the above is recorded in the Monroe County Clerk's office.	Lot 26, deed dated June 20, 1891, recorded July 3, 1891, Liber 491, dated June 22, 1891, recorded July 7, 1891, Liber 491, dated June 22, 1891, recorded Nov 9, 1891, Liber 454, page 470, also S 22, dated April 19, 1892, recorded June 20, 1895, Liber 535, page 297. All the above is recorded in the Monroe County Clerk's office.	\$22,700.00	1891, \$67,000.00 1893, 1,626.00 \$68,626.00	\$91,326.00	Land, \$7,000.00 Bldg, 90,000.00

REMARKS.—Original building was of stone, was erected in 1853 at a cost of \$2,000.00. A new building was erected in 1853 and an additional story added in 1870 at a cost of \$1,045.00. Building was enlarged in 1878. 4 rooms were finished in 1893 costing \$1,626.00. The present two story brick building, with slate roof, equipped with Smead system heating and ventilating, with Smead dry closet system, was erected in 1891, and cost approximately \$67,000.00.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Andrews	Pt. Lot 31, Mc-Donald's Subdivision, and Lot 42, being part of the Sub'n Lot No. 31, both subdivisions being parts of the original Gorham Tract. Dimensions 269' x 114'. Location, Joseph Ave. and Baden St	Warranty deed, Pt. of Lot 31, dated Dec. 25, 1841, recorded Jan. 11, 1842, Liber 56, page 349. Lot 42, dated Sept 17, 1852, recorded Dec. 15, 1852, Liber 107, page 96. Both recorded in the Monroe County Clerk's office.	Lot 31, \$200.00 " 42, 500.00 ----- \$700.00	1860, \$13,670.00 1881, 12,000.00 1896, 18,000.00 1894, 1,530.00 1897, 1,500.00 ----- \$46,700.00	\$47,400.00	Land, \$4,500.00 Bldg., 18,000.00

REMARKS.—The original building was erected in 1841 at a cost of \$1,500.00. A beginning of what is now the present building was erected in 1860. In that year \$13,670.00 was spent on the earliest constructed part of the present building. An addition was made in 1881 costing \$12,000.00, and another in 1896 at a cost of \$18,000.00, and one in 1894 costing \$1,530.00. The building was equipped with a new ventilating apparatus in 1897, cost \$1,500.00. The present building is a two story brick, with slate roof. Contains 24 rooms. Heating system, direct and indirect radiation, with syphon jet water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Horace Mann	Lots W. and E. Pts. 55, 56, 57, 80, 81, 82. Dimen- sions 198' x 300'. Location, Hickory and Gregory Sts., near South Ave.	Lot E. 55, date of deed Dec. 1, 1902, recorded Jan. 14, 1903, Liber 662, page 469. W. 55, date of deed, Jan 13, 1903, recorded Jan. 14, 1903, Liber 662, page 471. Lot 80, dated Jan. 13, 1903, same as Lot 55 W. Lots 56, 57, 81, 82, dated July 7, 1845, recorded Oct. 7, 1845, Liber 69, page 177. The above is all re- corded in the Mon- roe County Clerk's office.	\$11,000.00	1903, } 1904, } \$63,380.00	\$74,680.00	Land, \$12,000.00 Bldg., 63,000.00

REMARKS.—The original building was erected in 1845; a front was added to this building in 1852; a south end in 1867; entirely remodeled in 1871-2, and in 1889 a four room addition was made, costing approximately \$16,500.00 for the original building and the additions, etc. In 1903-4 a new building was erected, the original school lot having been enlarged by the purchase of two lots West of the land upon which the old building stood. This building cost \$63,380.00 and is a two story brick, with slate roof, contains 21 rooms, including assembly hall. Heating and ventilating system, steam and fan (Sturtevant). Flush water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Wadsworth	Lots 45, 46, a Sub. of Lot No. 9 of the Wadsworth Tract. Location, Bounded North by Howell St, West by Clinton Ave. S., South by Marshall St., and East by Wadsworth Sq., upon which the school building faces.	Lot 33, deed dated Aug. 12, 1842, recorded March 5, 1847. Lot 34, dated Aug. 4, 1856, re- corded Aug. 9, 1857, in Monroe County Clerk's office.	1856, \$1,750.00 1897, 1,000 00 ————— \$2,750.00	1899, \$39,959.00 1900, 1,057 00 ————— \$41,016.00	\$43,766.00	Land, \$20,000.00 Bldg., 40,000.00

REMARKS.—The original school building was erected in 1842 on a part of the present site. It cost \$3,000.00. A new building was erected in 1857. Prior to 1865 about \$15,000.00 was spent for additions to and for remodeling this building. In 1899 a new building was erected, costing approximately \$40,000.00. In 1900 a new temperature regulator was installed at a cost of \$1,057.00. The present building is a three story brick, with slate roof, contains 15 grade rooms, 12 class rooms and offices, 4 unfinished rooms and an assembly hall. Heating system is the Buffalo Forge Fan System and direct steam. Flush water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Monroe	Lots Pt. 14, 15, Cobb's Sub'n, Lots 33, 34, Smith Tract, described as Pt. Lot 59 in second division of Town- ship No. 13, 7th Range. Dimen- sions 233' x 351' x 218' x 413'. Loca- tion, South side Monroe Ave., between Alexander St. and Averill Ave.	Warranty deed dated June 10, 1827, recorded Jan. 26, 1831, Liber 19, page 345 in Monroe County Clerk's office.		1881, \$17,500.00 1887, 14,680.00 1891, 17,384.00 ----- \$49,564 00	\$49,564.00	Land, \$20,000.00 Bldg., 55,000.00

REMARKS.—The original building was erected in 1842, located on Alexander St., costing \$2,000.00. In 1874 a new building was erected on the present location, costing \$15,000.00. This building was destroyed by fire in 1881 and rebuilt the same year, cost \$17,500.00. A four room addition was made in 1886-7, costing \$14,680.00, and in 1891 an addition of eight rooms was made at a cost of \$17,384.00. The present building is a three story brick, with slate roof, and has 23 rooms. The building is equipped with steam heating system and Mott water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Whitney	Lots Nos. 184, 185, 186, 187, Sect. C, Whitney Tract. recorded Sept. 15, Dimensions 212' x 1836, in Monroe 130'. Location, County Clerk's Orange and Saxton office, Liber 133, Sts.	Warranty deed, dated July 17, 1855, recorded Sept. 15, 1856, in Monroe County Clerk's office, Liber 133, page 214.	\$1,000.00	1894, \$34,290.00 1901, 3,646.00 ----- \$37,936 00	\$38,936.00	Land, \$3,500.00 Bldg, 30,000.00

REMARKS.—The original building was erected in 1856, at a cost of \$3,875.00. This building was burned in February, 1858, and replaced the same year by a two story brick structure, which building was remodeled in 1871, enlarged in 1878, and again remodeled in 1886, at a cost of \$4,000. The present building was erected in 1894, costing \$34,290.00 In 1901, \$3,646.00 was spent in installing a new closet system. The present building is a two story brick, with slate and tin roof, contains 18 rooms. Equipped with direct and indirect heating system, with Beckman siphon water closet system.



NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
No. 18	Sect. C, Pt. Town Lot 65, H. S. Thomas Tract. Dimensions 150' x 307' x 315'. Loca- tion, Concord Ave., Draper Street and North Street.	Warranty deed, dated Sept. 20, 1867, recorded in Monroe County Clerk's office, Sept. 28, 1867, Liber 213, page 254.	\$2,000.00	1867, \$8,034.00 1873, 10,967.00 1884, 4,000.00 1888, 8,335.00 — \$31,336.00	\$33,336.00	Land, \$6,000.00 Bldg., 23,000.00

REMARKS.—Original building was erected in 1867, at a cost of \$8,034.00, and in 1873 an addition of 6 rooms was made, costing \$10,967.00, and in 1884 \$4,000.00 was expended in additions, and again in 1888, 8 rooms were added at a cost of \$8,335.00. The present building is a two story brick building, with tin and shingle roofs, having 23 rooms. Heated by steam direct and indirect, with Genesee water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Seward	Lots 71, 72, 73, of the Rapids Tract. Dimensions 326' x 331' x 146'. Loca- ted corner of Se- ward and Magnolia Streets.	Quit Claim deed, dated June 8, 1868, recorded in the Monroe County Clerk's office, Aug. 5, 1868, Liber 223, page 15.	\$1,200.00	1898, \$31,632.00 1901, 2,001.00 ----- \$33,633.00	\$34,800.00	Land, \$5,000.00 Bldg., 40,000.00

REMARKS.—The present school building was erected in 1898 and cost \$31,632.00. The original building, a two story brick structure, having six rooms, was erected in 1869 at a cost of \$9,988.00. In 1876 a one room addition was made at an expense of \$1,335.00. The building was remodeled in 1887 at a cost of \$2,505.00, and again in 1892 costing \$3,916.00. The present building is a two story brick, with slate roof, contains 20 rooms including assembly hall. Is equipped with hot water system of heating, direct and indirect. Flush water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Oakman	Lots 60, 61, 62, in the Simons Tract. Lots 60, 61, dated Dimensions 120' x 75', 1870, re- 307' Location, corded in the Mon- mauder Pk., Oak-roe County Clerk's man and Schauman office, Sept 23, 1870, Liber 239, page 48 Lot 62, dated June 18, 1872, Liber 251, page 459, in Monroe County Clerk's office.	Warranty deed Lots 60, 61, dated July 13, 1870, re- 307' Location, corded in the Mon- mauder Pk., Oak-roe County Clerk's man and Schauman office, Sept 23, 1870, Liber 239, page 48 Lot 62, dated June 18, 1872, Liber 251, page 459, in Monroe County Clerk's office.	\$624 68	1870, \$4,420.00 1872, 5,882.00 1883, 10,000.00 1887, 27,000.00 1892, 4,000.00 1896, 1,600.00 \$52,902.00	\$53,526.68	Land, \$5,000.00 Bldg, 25,000.00

REMARKS.—Original building was erected in 1870 at a cost of \$4,420.00, enlarged in 1872, costing \$5,882.00, an addition of 6 rooms was made in 1883 at a cost of \$10,000.00, and again in 1887 an addition of 8 rooms was made costing \$27,000.00, and again in 1892 additions were made at a cost of \$4,000.00, and in 1896 costing \$1,600.00. The present building is a two story brick, with slate roof, having 22 rooms, with Smead system of heating and ventilating and water closets.

NAME	DESCRIPTION OF PROPERTY	DATE OF FILING WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Seward	Lots 71, 72, 73, of the Rapids Tract. Dimensions 326' x 331' x 146'. Loca- ted corner of Se- ward and Magnolia Streets.	Quit Claim deed, dated June 8, 1868, recorded in the Monroe County Clerk's office, Aug. 5, 1868, Liber 223, page 15.	\$1,200.00	1898, \$31,632.00 1901, 2,001.00 ----- \$33,633.00	\$34,800.00	Land, \$5,000.00 Bldg., 40,000.00

REMARKS.—The present school building was erected in 1898 and cost \$31,632.00. The original building, a two story brick structure, having six rooms, was erected in 1869 at a cost of \$9,988.00. In 1876 a one room addition was made at an expense of \$1,335.00. The building was remodeled in 1887 at a cost of \$2,505.00, and again in 1892 costing \$3,916.00. The present building is a two story brick, with slate roof, contains 20 rooms including assembly hall. Is equipped with hot water system of heating, direct and indirect. Flush water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Lincoln	Lots 1, 2, 3, 4, of W. S. Hayward Sub'n, Blumenthal or Flower Valley Tract. Dimen- sions 216' x 100' x 96'. Location, Joseph Ave. and Avenue D.	Warranty deed, dated Aug. 10, 1882, for Lots 1, 2, 3, re- corded Sept. 13, 1882, Liber 356, page 425, and Lot 4, dated July 21, 1893, recorded same date, Liber 527, page 253, in the Monroe County Clerk's office.	\$1,775.00	1883, \$2,500.00 1889, 3,348.00 1893, 14,809.00 1899, 8,000.00 ----- \$28,657.00	\$30,432.00	Land, \$5,500.00 Bldg., 33,000.00

REMARKS.—Original building was erected in 1883 and cost \$2,500, an addition of four rooms was made in 1889 at a cost of \$3,348.00, in 1893 \$14,809.00 was spent in additions to building, and in 1899 another addition was made at a cost of \$8,000.00. The present building is a two story brick, and has 16 rooms. Smead & Northcott system of heating and ventilating, also dry closet system. New part of roof is slate and tin, and the old part shingles.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Francis Parker	Lots S. 22, 24, 26, 28' and "Land," Bates Farm Tract. "Land" described on Assessor's roll as Lot 17, Murray's Sub'n. Dimensions 318' x 271'. Loca- tion, Barrington and Milburn Sts.	Warranty deed, S. 22, N. 24, dated Dec. 1, 1903, re- corded Dec. 8, 1903, Liber 669, page 332. S. 24, N. 26, dated July 12, 1899, re- corded July 20, 1899, Liber 668, page 439. S. 26, 28, same as S. 24, N. 26, except page No., which is 440 Land, dated Jan. 8, 1900, recorded Jan. 15, 1900, Liber 622, page 265.	1891, \$1,500.00 24-26, 7,500.00 1901, 1,500.00 1902, 4,500.00 1903, 1,000.00 \$16,000.00	1902, \$57,832.00	\$72,000.00	Land, \$18,000.00 Bldg., 55,000.00

REMARKS.—Original building was erected in 1883, costing \$5,000.00. In 1894 addition to the building was made at a cost of \$946.00. In 1902 additional land was purchased costing \$4,500.00. The present two story brick building, with slate roof, having 17 rooms including assembly hall, with Sturtevant system of heating and ventilating, was erected in 1902 at a cost of \$57,832.00. Water closets.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Ellwanger & Barry	Pt. Town Lot No. 60, and Lots 1, 2, 3, 4, 5, of Lot 16, Ellwanger & Barry Sub'n of Gregory Farm. Dimensions 138' x 99' x 355'. Location, Meigs and Linden Sts.	Boundary deed for Lots 1, 2, 3, 4, 5, dated Aug. 28, 1876, recorded in the Monroe County Clerk's office, Sept. 20, 1876, Liber 293, page 74, and Pt. Lot 60, dated Oct 1, 1890, recorded Nov. 7, 189 , Liber 483, page 79.	Lot 60, \$1,200.00	1877, \$8,590.00 1888, 6,624.00 1890, 9,805.00 ----- \$25,019.00	\$26,219.00	Land, \$5,500.00 Bldg., 8,000.00

REMARKS.—In 1877 a six room building was erected on land donated by Messrs. Ellwanger & Barry. This building cost \$8,590.00 A four room addition was made in 1888 costing \$6,624.00. The building was again enlarged and remodeled in 1890 at an expense of \$9,805.00. The present building is a two story brick, with shingle roof, having 14 rooms. Smead & Northcott heating and ventilating system, also dry closet system and water closets.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
No. 25	Lots 3, 4, Winter- roth Sub'n, Pt. Town Lot 49, Iron- dequoit, also Pt. Lot 49. Dimen- sions, 114' x 176'. Location, corner Bay and Goodman Streets	Warranty deed for Pt. Lot 49 dated July 18, 1876, re- corded July 19, 1876, Liber 296, page 96, and Lots 3, 4, dated Nov. 25, 1902, recorded Dec. 3, 1902, Liber 663, page 378, both re- corded in the Mon- roe County Clerk's office.	1902, \$1,400.00 600.00 ----- \$2,000.00	1889, \$5,600.00 1892, 6,313.07 1901, 2,244.00 ----- \$14,157.00	\$16,157.00	Land, \$2,000.00 Bldg., 20,000.00

REMARKS.—The original building was erected in 1877 at a cost of \$2,897.00. This building was replaced in 1889 by another at a cost of \$5,600.00 A four room addition was made to the latter building in 1892 at a cost of \$6,313.00. A new flush water closet system was installed in 1901 costing \$2,244.00. The present building is a two story brick, with slate roof, having 14 rooms, with modern plumbing.



NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Washington	Lots 26, 27, and Pts. 20, 21, 22, 23, 24, 25, J.W. Thomas Tract. Dimensions 210' x 247' x 27', 163' x 157'. Loca- tion, Thomas, Weeger and Clif- ford Streets.	Warranty deeds, dated and recorded as follows: Lot 25, 21, 23, 24, 26, 22, 20, 27, dated June 7, 1879, recorded June 17, 1879. All re- corded in the Mon- roe County Clerk's office, Liber 325, pages 64, 66, 67, 68, 69, 70.	Lot 25, \$330.00 " 21, 235.00 " 23, } 700.00 " 24, } " 26, 215.00 " 22, 240.00 " 20, } 400.00 " 27, } \$2,120.00	1879, \$6,357.00 1883, 6,300.00 1890, 14,000.00 1892, 9,277.00 1896, 8,000.00 1898, 2,012.00 \$46,446.00	\$48,566.00	Land, \$5,000.00 Bldg., 60,000.00

REMARKS.—The original building was erected in 1879, costing \$6,857.00. In 1883 an addition of 6 rooms was made at a cost of \$6,300.00 and again additions were made in 1890, costing \$14,000.00. 6 rooms were added in 1892 at an expense of \$9,277.00, and in 1896 the Kindergarten was added at a cost of \$8,000.00, and in 1898 3 rooms were added costing \$2,012.00. The present building is a two story brick, with tin roof, containing 22 rooms, Sturtevant system of heating and ventilating and dry closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Central Park	Lots 30, 32, 34, 38, 39, 40, of the Wakelee Farm Tract. Dimensions 120' x 240'. Loca- tion, Central Park, cor. First Street.	Warranty deed for Lots 30 and 32, dated June 16 and 22, 1899. Lots 34, 36, 39, 40, dated Nov. 15, 1883, re- corded in the Mon- roe County Clerk's office same date, Liber 376, pages 314, 316, 317.	\$4,900.00	1900, \$45,144.00	\$50,000 00	Land, \$4,500.00 Bldg., 40,000.00

REMARKS.—The original building was erected in 1883 at a cost of \$5,000.00, and in 1884 2 rooms were added at an additional cost of \$5 000.00. In 1886 a second story was added costing \$8,000.00. 8 rooms were added in 1899 at a cost of \$20,000.00. The building as it now stands was erected in 1900 at a cost of \$45,144.00, is a two story brick, with slate and tin roofs, contains 22 rooms including assembly hall. Has the Sturtevant system of heating and ventilating, with modern system of plumbing.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
No. 29	Lots 13, 14, of H. E. Smith's Sub'n, E. Pts. College and Square Tract. Di- mensions, 120' x 129'. Location, North side Moran St., near Genesee St.	Warranty deed, dated June 17, 1884 and July 13, 1899, recorded July 8, 1884, and July 19, 1899, in Monroe County Clerk's office, Liber 384 and 607, pages 283 and 485.	1884, \$2,100.00 1890, 1,800.00 — 1900, \$3,900.00	1884, \$8,609.00 1890, 9,668.00 1896, 5,000.00 1900, 21,106.00 — \$44,383.00	\$48,283.00	Land, \$4,000.00 Bldg., 40,000.00

REMARKS.—Original building was erected in 1884 costing \$8,609. The building was enlarged in 1890 at an expenditure of \$9,668.00, and in 1896 an addition of four rooms was made at a cost of \$5,000.00, and in 1900 another addition was made costing \$21,106.00. The present building is a two story brick, with tin roof, containing 20 rooms. Equipped with the Sturtevant system of heating and ventilation, and has the flush water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
No. 30	Lots 21, 28, 29, 30, 31, E. C. Camp- bell's Sub'n, Myrtle Hill Tract. Di- mensions, 150' x 164'. Location, cor. Otis and Aab Streets.	Warranty deed, dated July 9, 1884, recorded July 10, 1884, in Monroe County Clerk's office, Liber 384, page 293.	1899, \$6,000.00	1884, \$7,929.00 1885, 1,130.00 1890, 8,906.00 1899, 22,377.00 ————— \$40,342.00	\$46,342.00	Land, \$6,000 00 Bldg, 31,000 00

REMARKS.—The original building was erected in 1884 at a cost of \$7,929.00. A second story was added in 1885 costing \$1,130.00. In 1890, \$8,906.00 was expended in enlarging the building, which was again remodelled in 1899 at a cost of \$22,377.00. The present building as it now stands is a two story brick, with slate and tin roofs, and contains 15 rooms. Equipped with Sturtevant system of heating and ventilation, and flush water closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Hamilton	Lots 44, 45, 46, 54, of the Culver Pk. Tract. Dimen- sions, Lots 44 and 54. 40' x 42', 10' x 237', Lot 45, 40' x 210', Lot 46, 40' x 200'. Location, University Avenue, near Atlantic Ave.	Title of Lots 44, 45 and 54 was acquired by act of Supreme Court, Aug. 29, 1887, in Monroe County Clerk's office, Liber 11, page 415. Lot 46—	1887, \$5,000.00 6,200.00 — \$11,200.00	1887, \$15,648.00 1895, 7,135.00 — \$22,783.00	\$31,983.00	Land, \$14,000.00 Bldg., 35,000.00

REMARKS.—The first session of No. 31 school was held in 1885 in a building at the corner of Bacon Street and University Avenue. The present building was erected in 1887 at a cost of \$15,000.00. In 1891 No. 31 was designated as a Grammar School. In 1895 an addition was made to the original building at a cost of \$7,135.00. In 1904 Lot No. 46 on Culver Pk. Tract was purchased for \$6,200.00. The present building is a two story brick, contains 12 rooms. Equipped with Smead & Northcott heating and ventilating system, also dry closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Plymouth	30, 31 and Pts. 29 and 32, Section B, Greig Tract. Dimensions, 147' x 141'. Location, Bartlett St., near Plymouth Ave.	Warranty deed for Lots 30 and 31, dated July 1, 1889, recorded July 24, 1889, Liber 459, page 21. Pt. 29, dated Nov. 26, 1887, recorded Dec., 1887, Liber 429, page 288. Both re- corded in the Mon- roe County Clerk's office.	\$3,500.00	1889, \$16,800.00	\$20,300.00	Land, \$3,500.00 Bldg., 16,500.00

REMARKS.—An eight room two story brick building, with slate roof, was erected in 1889 at a cost of \$16,800.00. Has dry closet system and is heated and ventilated by the Smead & Northcott System.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Hamilton	Lots 44, 45, 46, 54, of the Culver Pk. Tract. Dimen- sions, Lots 44 and Supreme Court, 54, 40' x 42', 10' x filed and recorded 237', Lot 45, 40' x Aug. 29, 1887, in 21c', Lot 46, 40' x Monroe County 200'. Location, Clerk's office, Liber University Avenue, 11, page 415. Lot near Atlantic Ave. 46—	Title of Lots 44, 45 and 54 was acquired by act of Court, Aug. 29, 1887, in Monroe County Clerk's office, Liber page 415. Lot near Atlantic Ave. 46—	1887, \$5,000.00 6,200.00 — \$11,200.00	1887, \$15,648.00 1895, 7,135.00 — \$22,783.00	\$31,983.00	Land, \$14,000.00 Bldg., 35,000.00

REMARKS.—The first session of No. 31 school was held in 1885 in a building at the corner of Bacon Street and University Avenue. The present building was erected in 1887 at a cost of \$15,000.00. In 1891 No. 31 was designated as a Grammar School. In 1895 an addition was made to the original building at a cost of \$7,135.00. In 1904 Lot No. 46 on Culver Pk. Tract was purchased for \$6,200.00. The present building is a two story brick, contains 12 rooms. Equipped with Smead & Northcott heating and ventilating system, also dry closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Plymouth	30, 31 and Pts. 29 and 32, Section B, Greig Tract. Dimensions, 147' x 141'. Location, near Bartlett St., near Plymouth Ave.	Warranty deed for Lots 30 and 31, dated July 1, 1889, recorded July 24, 1889, Liber 459, page 21. Pt. 29, dated Nov. 26, 1887, recorded Dec., 1887, Liber 429, page 283. Both re- corded in the Mon- roe County Clerk's office.	\$3,500.00	1889, \$16,800.00	\$20,300.00	Land, \$3,500.00 Bldg., 16,500.00

REMARKS.—An eight room two story brick building, with slate roof, was erected in 1889 at a cost of \$16,800.00. Has dry closet system and is heated and ventilated by the Smead & Northcott System.



NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
No 13	Lots 101, 103, 107, of the East Rock Bldg Lot Assn Tract, Dimensions 200' x 149' Loca tion, Grand Ave	Warranty deed, dated Oct. 2, 1890, recorded Oct. 6, 1890, in Monroe County Clerk's office, Liber 472, page 385.	\$3,000.00	1891, \$18,377.00 1896, 4,800.00 1900, 14,823.00 ----- \$37,700.00	\$40,700.00	Land, \$4,000.00 Bldg., 36,700.00

REMARKS.—The original building was erected in 1891 at a cost of \$18,377.00. In 1896 a two room addition was made at an expense of \$4,800.00, and in 1900 \$14,823.00 was expended for a six room addition. The present building is a two story brick, with slate roof, containing 17 rooms, with Smead & Northcott heating and ventilating system, also dry closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
Lexington	Lots 1, 2, 3 and Pt 8, Section 4, Edgar Holmes and recorded in the Tract Dimensions Monroe County 120' x 180' Loca Clerk's office July tion, Lexington 12, 1890, Liber 474, Ave. and Holmes page 328. St.	Warranty deed, dated July 10, 1890, and recorded in the Tract Dimensions Monroe County 120' x 180' Loca Clerk's office July tion, Lexington 12, 1890, Liber 474, Ave. and Holmes page 328. St.	\$2,500.00	1890, \$17,400.00 1891, 1,726.00 \$19,126.00	\$21,626.00	Land, \$2,500.00 Bldg., 17,000.00

REMARKS.--Original building was erected in 1890 at a cost of \$17,400.00, and an addition of four rooms was made in 1891 costing \$1,726.00, making as the building now stands, a two story brick, with tin roof, containing 8 rooms, with Smead & Northcott system of heating and ventilating, also dry closet system.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
No. 35	Lots 9, 10, 11, 12, 23, 24, 25, C. H. Bowens Sub'n. Dimensions, 120' x 141'. Location, East side Field St.	Full coven ant deed dated March 6, 1901, for Lot 9, recorded March 8, 1901. Lots 10, 11, 12, dated July 13, 1893, recorded May 14, 1893. Lot 23, dated March 28, 1901, recorded Apr. 1, 1901, and Lots 24 and 25, dated and recorded same date as Lot 23. All re- corded in the Mon- roe County Clerk's office, Libers 6, 33, 527 and 641, pages 275, 233, 19 and 18	1891, \$3,000.00 4,150.00 ----- \$7,150.00	1897, \$14,004.00 1900, 9,591.00 ----- \$23,595.00	\$30,745.00	Land, \$4,150.00 Bldg., 23,500.00

REMARKS.—The original building was erected in 1897, costing \$14,004.00, and in 1900 \$9,591.00 was expended in additions, making a two story brick building, with tin roof, containing 11 rooms, with direct and indirect heating and ventilating system. Water closets.

NAME	DESCRIPTION OF PROPERTY	DATE OF DEED WHEN AND WHERE RECORDED	COST OF LAND	COST OF BUILDING AND ADDITIONS	TOTAL COST	ASSESSED VALUATION
No. 36	Lots 41 to 52 inclusive, of the St. Jacobs Tract. Dimensions, 155' x 230' x 236'. Location, Carter, Jacobs and Bernard Sts.	Warranty deed Lots 41, 42, dated March 18, 1903, recorded March 19, 1903, Liber 658, page 464. Lots 43-52, dated Nov. 28, 1902, recorded Dec. 5, 1902, Liber 657, page 424. Lots 49, 50, 51, dated June 14, 1895, recorded June 20, 1895, Liber 558, page 298. All recorded in the Monroe County Clerk's office.	1895, \$1,500.00 2,400.00 ----- \$3,900.00	1896, \$8,000.00 1898, 1,423.00 1900, 1,276.00 ----- \$10,699.00	\$14,599.00	Land, \$3,900.00 Bldg., 20,000.00

REMARKS.—A two story brick building was erected in 1896. In 1898 two rooms were added costing \$1,423.00, and in 1900 two rooms more were added at a cost of \$1,276, making eight rooms. Heated by steam, with a flush water closet system. Costing \$8,000.00. Additional land was purchased in 1902 at a cost of \$1,900.00, and again in 1903 amounting to \$500.00.

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